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Handicapped and Penal Students Enrolled in Chicago City Junior College Courses Offered on Wttw During Three-Year Experiment (1956-1959)

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HANDICAPPED AND PENAL STUDENTS
ENROLLED IN CHICAGO CITY JUNIOR COLLEGE
COURSES OFFERED ON WTTW DURING
THREE-YEAR EXPERIMENT
(1956-1959)

by

Coletta A. Nelson

A Thesis Submitted to the Faculty of the Graduate
School of Loyola University in Partial Fulfillment
of the Requirements for the Degree of
Master of Arts

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CHAPTER I

TELEVISION IN PERSPECTIVE

This chapter is a brief description of television as it progressed, thereby providing a foundation for the purpose of this study. Television arose from many lands. United Press releases have shown that it was a German scientist who in 1844 patented a scanning disk for transmitting pictures. His discoveries led to the beginning of experiments in this country eight years later. It was the work of two French scientists in 1909 that led to the coining of the word "television" by which the wireless transmission of pictures has come.

In 1925 the first mechanical television apparatus was demonstrated in this country. The first experimental TV program was sent from Washington to New York in 1927. An early color system was developed in England and demonstrated for the first time in 1928. A year later color pictures were sent over wires in New York. The first TV drama was put on in Schenectady, New York in 1928.

By 1937 there were seventeen experimental TV stations in our nation. A year later the first transatlantic TV picture was received in this country from England in a freakish transmission that received a "boost" from unusual atmospheric conditions.

The approach of World War II slowed the growth but war-born developments made it an even more feasible mechanism for mass markets. With the end of the war came the big jumps for new stations to get on the air. The birth of new stations bore out 1945 predictions by the Federal Communications Commission that the number of channels available was inadequate for a truly nation-wide competitive service. Interstation interference was worse than expected. It was this problem that led the commission to call a temporary halt, September 30, 1948,

to licensing of more commercial stations. Then followed one of the most time consuming studies in official history seeking the best pattern of dividing limited air space so that there could be good TV reception throughout the nation. Ultra high frequency bands were made available providing many more channels - other stations were realigned - and today we bear the fruits of their efforts.

Commercial television has done more to influence American culture in the past than any other medium of communication. For better or worse, it has also had a tremendous impact on the education of all of us.

Eleven years have passed since the beginning of the first efforts to evaluate systematically television when used for instructional purposes. This was first done by the Special Devices Center of the Navy. Six years have passed since the Army and Air Force applied television and kinescopic recordings to the teaching of regular technical courses. Nine years have passed since the Ford Foundation, in the Funds for Adult Education and for the Advancement of Education, began to commit funds to encourage the employment and the development of television for both informal and formal education. More than \$30,000,000 has been invested by this Foundation for these purposes.¹

The Ford Foundation was established in 1936 by Henry and Edsel Ford as a private, nonprofit corporation dedicated to the advancement of the public welfare. In the first fourteen years of operation, the Foundation gave its funds largely to educational and charitable organizations of special interest to members of the Ford family. In 1950, as a result of increased funds from the estates of the founders, it was constituted as a nationwide philanthropy. According to their

¹Alfred D. Beck, "Understanding the Results of ETV Research" NAEB Journal, Vol. 18, No. 7, April 1959, p. 8.

booklet "The Ford Foundation and the State of Illinois"² dated December, 1957, they have given, up to that date, more than a billion dollars to some 6,000 organizations and individuals in all forty-eight states, in three territories, and in fifty-four foreign countries. Over ninety per cent of the total has been granted in the past seven years, largely to American institutions. By 1957 grants in the State of Illinois alone amounted to a grand total of \$75,855,734. Educational television in Illinois had a \$266,000 share in grants up to that date. The Foundation in its nationwide organization is concerned with the individual efforts of all American communities to take action on problems related to the total national welfare.

In 1952 the Federal Communications Commission set aside certain television channels exclusively for educational uses. Thus they recognized very early the direct educational value of the new medium. As of this writing the present status is:

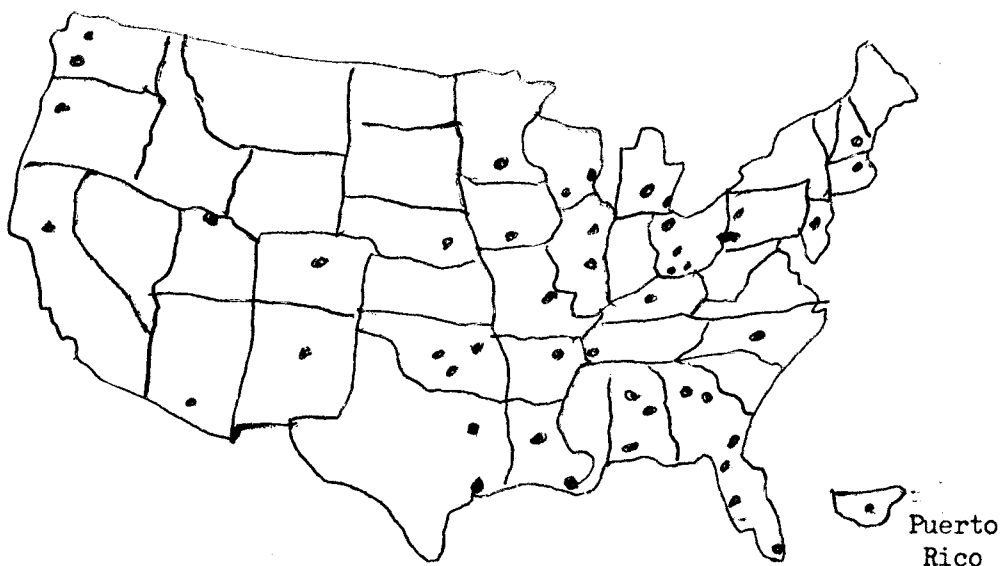
Channels Reserved	267	{ 88 VHF, 179 UHF }
Reserved Channels in Use	42	{ 33 VHF, 9 UHF }
Non-Reserved Channels in Use	4	{ 1 VHF, 3 UHF }
Total ETV Stations on the Air	46	{ 34 VHF, 12 UHF } ³

The first educational television station to go on the air was located in Houston, Texas. It began operation under the auspices of the University of Houston, May 25, 1953. The following map will show the ETV stations as they are scattered from coast to coast. Listed are the nine ETV stations now under construction and the eleven ETV stations that are in an advanced planning stage.

²The Ford Foundation and the State of Illinois

³Educational Television Status Report, Joint Council on Educational Television, 1785 Massachusetts Avenue, Northwest, Washington 6, D.C., March 1960.

ETV STATIONS ON THE AIR AND
UP-COMING⁴



ETV STATIONS UNDER CONSTRUCTION⁵

Tallahassee, Florida
Athens, Georgia
Savannah, Georgia
Carbondale, Illinois
Toledo, Ohio

Dallas, Texas
Lakewood Center, Washington
*Tacoma, Washington
*Mayaguez, Puerto Rico

*Non-reserved Channels

Communities in Which There Has Been
Planning Advanced for an ETV Station⁶

Phoenix, Arizona
San Bernardino, California
Muncie, Indiana
Orono, Maine
Mt. Pleasant, Michigan
Duluth, Minnesota

Kansas City, Missouri
Portland, Oregon
Vermillion, South Dakota
San Antonio, Texas
Ogden, Utah

⁴Educational Television Today - A Status Report - January 1959, Joint Council on Educational Television, Washington, D. C.

⁵Ibid., March 1960

⁶Ibid.

It seems unthinkable that such major metropolitan areas as Cleveland, Washington, D. C., Los Angeles and New York City should continue much longer without their own educational station.

Perhaps present legislation for ETV grants will influence more states to activate their reserved educational channels. This bill (H.R. 10609) incorporates some of the proposals introduced a year ago during the first session of the 86th Congress. If passed - it will provide assistance through matching grants up to \$1,000,000 for each state to construct its own educational television facilities. This bill also will provide \$10,000 for each state to survey the need for such facilities. Administration of the grants would be through the office of the Secretary of Health, Education and Welfare.⁷

It is estimated that 60 million dollars have been invested in America's communication network for education. The School Board Journal, September, 1959, page 39, notes the following breakdown:⁸

\$28,000,000 from foundations; \$7,000,000 from state legislatures; \$7,000,000 from public institutions of higher learning; \$7,000,000 from private institutions, individuals, business concerns, others; \$6,000,000 from commercial broadcasters; and \$5,000,000 from boards of education and municipal governments.

The year 1955 was an important landmark in our own state when on August 1, 1955, our nation's thirteenth ETV station was licensed to the University of Illinois at Champaign-Urbana. In Florida, at the same time, the Board of Public

⁷ Educational Television Newsletter, Committee on Television, American Council on Education, 1785 Massachusetts Avenue, N.W., Washington 6, D. C., March 1960, Number 24, page 1.

⁸ School Board Journal,

Instruction of Dade County began operating their station at Miami. The following month our own Chicago educational station - WTTW - Channel 11, was activated on September 19, 1955. More about this in the local section of this chapter.

There are four national organizations directing the growth of educational television:

1. Joint Council on Educational Television - They give legal and technical advice to any group seeking to activate an ETV station and they are concerned with preservation and utilization of educational television channels.
2. The Committee on Television of the American Council on Education, 1785 Massachusetts Avenue, Washington, D. C., (same address for #1), encourages the active participation of teachers in educational television and conducts conferences of educators on the use of television in education.
3. The National Association of Educational Broadcasters at 14 Gregory Hall, Urbana, Illinois, is the professional organization of the movement. It is the oldest of the group and provides technical advice and staff recruiting service for established ETV stations.
4. But the group bearing the largest responsibility for the future of ETV is the Educational Television and Radio Center. As the headquarters of the National Educational Television Organization, they are the leading spokesman for ETV at the national level.

The National Educational Television and Radio Center is now in their seventh year. Last year they moved their center from Ann Arbor, Michigan to New York City. Since then they have been very active in building financial support from diverse sources. Last year's contributions were received from:⁹

Ford Foundation - A grant of \$5,000,000

Minnesota Mining and Manufacturing Company - They gave the basic supply of tape for network use.

Amper Foundation - They established a videotape duplicating center in Ann Arbor and have conducted special workshops for training videotape engineers.

⁹ Educational Television Today, a publication of The Educational Television and Radio Center, 2320 Washtenaw Avenue, Ann Arbor, Michigan, March 1958, p. 3.

United States Office of Education - They contracted for \$351,431 worth of special film projects in TV teaching practices and in teacher education for a new high school mathematics curriculum.

Field Enterprises of Chicago - They made a grant of \$83,604 for a series to be produced at WTTW.

The National Science Foundation - Allocated \$109,980 for production of the virus series by the University of California through KQED.

Additional grants for program purposes were received from: Danforth Foundation, the Fund for Adult Education, the Institute for International Order, and several individuals.¹⁰

The NET¹¹ has a joint film service with Indiana University; in the short three and a half years of its existence this project has served an estimated audience of more than 31,000,000 persons. They make available to audio-visual audiences programs that did not or could not be viewed by them when they were telecast.

Combining of efforts is giving credence to the fourth network concept by the live interconnected regional networks. For instance, Alabama's state educational network is functioning smoothly. In California, Sacramento is linked to San Francisco; in Oklahoma, Oklahoma City to Tulsa; and Durham, New Hampshire, is linked to Boston. The State of Florida is proceeding with plans for a five-station connection; and similar projects are under way in New England, in the Midwest and on the West Coast.¹²

The Southern Regional Education Board has pending before the Federal Communications Commission a proposal that would establish a sixteen-state educational television network. This would connect 309 colleges and universities (over 600,000 students) and would be owned and operated by the states under the

¹⁰ National Educational Television and Radio Center, 1959 Year of Progress, 10 Columbus Circle, New York 19, N. Y., p. 23.

¹¹ Ibid., p. 20

¹² Ibid., p. 10

interstate compact which created the SREB. This will be an interstate attempt for cooperation in higher education among the sixteen Southern states - an area bounded on the west by Texas and Oklahoma, on the north by Kentucky, West Virginia, Maryland and Delaware, and including all the states from these boundaries to the Atlantic and Gulf coasts.¹³

Recent articles that have been appearing about the Learning Resources Institute stress the proposed multi-million dollar venture in which the other three networks (NBC, CBS and ABC - commercial stations) would join hands and produce a two-year college course to be initiated soon. The ultimate plan calls for a four-year course.

The Institute will have a number of functions under the presidency of Dr. John E. Ivey, Jr. Currently they are administering, over the National Broadcasting Company, the chemistry and physics courses offered as Continental Classroom. The Institute will provide an information, production and demonstration center on the improved uses of learning machines, films, radio and other electronic devices, and it will assist in the development of and research in the use of these media.¹⁴

Midwest Council on Airborne Television Instruction brings us close to home. The six states represented in the council are Illinois, Indiana, Kentucky, Michigan, Ohio and Wisconsin. Their plans have been approved by the FCC and they hope to have a demonstration schedule for four hours daily beginning in February, 1961, in preparation for the school year of 1961-1962 when it is expected that

¹³John E. Ivey, Jr., Television, Educational Quality, and Dollars, The Educational Record, American Council on Education, Washington, D. C., January 1959.

¹⁴Educational Television Newsletter, March 1960, p. 1.

24 courses will be telecast. The potential audience is reported to be 5,000,000 students in 13,000 schools and colleges. Participation is voluntary on the part of the schools. The base of operations is the Purdue University airport, and the DC-6AB plane will circle at 23,000 feet near Montpelier, Indiana, serving an area of 150-200 miles.¹⁵ According to present plans the lessons will be recorded in advance and beamed directly from the plane.

United Press releases, dated May 20, 1960, mentioned that another group of six Midwest states will get \$23,500 from the Ford Foundation to set up an educational TV network spanning Minnesota, Wisconsin, Iowa, North and South Dakota and Michigan's upper peninsula.

Leaving the air plans and changing to the immediacy of the local scene in Chicago, we find that the school boards and the civic leaders have kept abreast of the continued advancements in radio, television and education. The Chicago schools began to use radio in 1937. A polio epidemic delayed the opening of school for two months, and lessons were presented in the press and over commercial radio stations. Radio proved its value as an educational medium during this emergency experiment, and it was agreed that the greatest good could come if radio were set up as an integral part of the school system. In the spring of 1938 a group of five programs on literature, storytelling and science were organized for use in school time. That autumn ten programs were made ready. In 1940 frequency modulation was introduced and the public schools were granted one of the wavelengths set aside for educational use - thus they became the second school system in the country to own its own radio station - the call letters are WBEZ.¹⁶

¹⁵ United Press Releases - American Telephone & Telegraph News Articles - Personal telephone conversations with personnel at Purdue University.

¹⁶ Hope Angel, "Chicago Schools are Radio-Active - and Television is in the Picture", Illinois Education, Volume 43, No. 5, January 1955, p. 175.

George Jennings is the Director of the myriad activities of the Division of Radio and Television of the Chicago School System. He is a former commercial radio man who came to the Chicago School Board in 1936 to write one series of scripts and is still there. His files were made available to the writer for her perusal. Much of the early history of television in our nation and specifically that of the Chicago area was obtained from clippings in Mr. Jennings' files.

When experimental television station W9XBK, owned by Balaban & Katz Corporation, began operations in the fall of 1939, as the first TV station in Chicago and the third in America, the number of receiving sets in the Chicago area barely totaled 50. At that time they telecast fifteen minutes per day with a program consisting solely of a newscast and a film short. Often, in place of a test pattern, the station aimed a camera at the Wrigley Building and the Chicago River, and the response of the small body of viewers at seeing "downtown live" was something phenomenal.

With the coming of World War II John Balaban offered the station's facilities to the Navy for the purpose of training radar operators. The Navy quickly accepted the offer and from January, 1942, to the Japanese surrender in August, 1945, most of the station's space, equipment and personnel formed the nucleus of a Naval operation that screened and trained some 80,000 radar operators and technicians.¹⁷

During the war years, however, the station continued to telecast, manned mostly by a dedicated group of women technicians who became affectionately known as "The Watts", named both for the unit of electrical energy and the abbreviation of Women's Auxiliary Television Technicians. They were perhaps the only women camera operators functioning in commercial television.

¹⁷ ABC Booklet - History of WKBK, Chicago's Pioneer Television Station, 1957.

In August of 1943, W9XBK obtained an FCC license and a construction permit for the commercial television station now known as WKBK.

Records show that as early as 1946 the commercial stations in Chicago were cooperating with the Chicago School System's personnel. Together they were the first to televise educational subjects in the studio and transmit them to classes in listening-centers in both elementary and high schools. As the commercial interests took over available time on Chicago stations, this project had to be abandoned. Program material of a public relations nature, rather than classroom or teaching material, still continued.¹⁸

On August 31, 1951, the General Superintendent of Chicago Schools, Herold C. Hunt, sent a letter to the Federal Communications Commission in Washington, stating:

"...I respectfully request that the tentative allocation of Channel 11 for educational use in the Chicago area be extended until such time as complete exploration of the problems operation of such a station on a joint basis involves be formulated and presented to the administrative heads of the several institutions for their consideration and disposition."¹⁹

The date of 1951 is important since it was the year before the Federal Communications Commission officially set aside certain television channels exclusively for educational uses. At that moment, a WORKING COMMITTEE, made up of representatives of all schools and school systems interested, was exploring the possibilities, costs, financing, programming, and other problems inherent in the operation of a TV station for education in Chicago. These dedicated, far-sighted, civic-minded leaders attended a National Conference on Educational Television in St. Louis,

¹⁸ George Jennings, Television Report, June 1951.

¹⁹ Comments of Chicago Public Schools to Proposals of the Federal Communications in Part III of Television Rule Making Proceedings, p. 1.

Missouri, January 7, 1952, and one of the items on their resolution list read:

"Our success in pooling our resources in a national educational television net could be a great boon to our civilization."

The news items of that period would fill a book in themselves. It is important to note that the four local commercial TV stations supported the fund drive for Channel 11 when once it was under way by donating spot announcements and interviewing project leaders on programs.

The principal actions taken by representatives of education and cultural institutions regarding educational television in Chicago were the result of a meeting held on March 20, 1953, on the Illinois Institute of Technology campus.

Among those present were:

Mr. C. C. Caveny	- University of Illinois
Mr. D. F. Feddersen	- Northwestern University
Mr. C. C. Gregg	- Chicago Natural History Museum
Mr. N. J. Hruby	- Loyola University
Mr. S. S. Howe	- Illinois Institute of Technology
Mr. George Jennings	- Public Schools System
Father Kammer	- DePaul University
Mr. M. L. Martin	- Lake Forest College
Mr. J. H. McBurney	- Northwestern University
Mr. J. T. Rettaliata	- Illinois Institute of Technology
Mr. D. C. Rich	- Art Institute
Mr. R. C. Smith	- Lake Forest College
Mr. E. J. Sparling	- Roosevelt College

They met for the purposes of immediate filing of Articles of Incorporation for non-profit corporation and they listed three directors to be: E. L. Ryerson, J. T. Rettaliata and one person from the following group:

C. E. Bissell	L. R. Lohr
K. F. Burgess	J. L. Palmer
J. D. Cunningham	G. E. Reed
F. G. Gurley	M. J. Trees
M. Kestbaum	R. E. Wislon

They spelled out the purposes for which the corporation was organized. At that time the title or reference was "Mr. Ryerson's Chicago Educational Television

Association". Today Mr. Ryerson's name is deleted and it is known as Chicago Educational Television Association.

A month before the aforementioned Illinois Institute meeting, Wilmette led the way with a meeting of over 100 members of the Wilmette Committee which was formed on February 5, 1953. There were representatives from Chicago and suburbs, including Evanston, Glenview, Winnetka, Kenilworth, Glencoe, Highland Park, Lake Forest, Mount Prospect and Oak Park. At that meeting Mr. Jennings told the group that a goal of \$800,000 had been set by the Chicago Educational Television Council to equip the new TV station and operate it for one year. A total of \$300,000 in cash and facilities had already been offered by the Ford Foundation and the Chicago Board of Education.

The Wilmette Boy Scouts distributed information about Channel 11 to every home in that community on February 28. Everyone helped with the fund drive - they hoped by June 2 that enough money would be raised to permit the city to file an application for the channel with the Federal Communications Commission.

A meeting was held in Chicago on April 24, 1953, to help organize the campaign and over 400 persons attended. Other leaders of 2,000 organizations planned block-to-block campaigns to raise the astounding sum. The week of May 17, 1953, saw the search for money begun. The results were, as we know, successful - but - the project faced one unexpected risk - as noted in the news of June 9, 1953:

"Pending in the Illinois Senate is a bill intended to prohibit the establishment of an education television station by University of Illinois. The sponsors profess the greatest friendliness toward the Chicago project, which they cite as a contrast to the proposal to finance a station for the university out of public funds. By inadvertence they may have used such broad language respecting the use of public money or property as to endanger the modest participation of the Chicago Board of Education in the Chicago Project."

With most of the big problems solved station WTTW - Window to the World - began operation September 19, 1955 - paid for and owned by the people of the Chicago community. The studios can be seen in the Museum of Science and Industry, 57th Street and South Shore Drive. Transmitter is located 617 feet atop the Field Building located on LaSalle Street. Radius of coverage is about seventy miles from the loop and beyond at certain points.

Dr. John W. Taylor is executive director and came to WTTW after three years as deputy director-general of the U.N. Educational, Scientific and Cultural Organization. He has been in education all his life first as elementary - high school and college - both undergraduate and graduate levels. According to a brochure of ETV station, he made history by offering the nation's first university course for credit over television as President of University of Louisville.²⁰

Programs offered are educational in the broadest sense of the word. While Channel 11 is devoted in part to formal educational purposes, the telecasts cover a wide range of subjects and are largely of a general cultural and informative nature - with community service playing an important role.

According to WTTW's own publicity their funds are two-thirds covered by:

1. Programs series made for the National Educational Television and Radio Center and distributed to approximately 50 other TV stations.
2. TV program production and recording work for many other organizations and agencies.
3. The Chicago Board of Education for TV College Courses.

With the last mentioned we have reached the main part of study to be covered in the next chapter.

Courses were first televised over WTTW in September, 1956. Previous to that in 1955-1956 the Fund for the Advancement of Education, established by the Ford

²⁰ WTTW Brochure - Four Years in Focus - 1959.

Foundation to work in the field of formal education, was interested in finding a large metropolitan area to participate in experiments whereby a Junior College would provide an entire course by television. According to Mr. Clifford G. Erickson, Assistant Dean in charge of television at the Chicago City Junior College, the three areas in the picture were:

New York
Los Angeles - or -
Chicago

New York's educational stations are not yet activated. The Board of Education at Los Angeles did not receive the idea enthusiastically, as some members did not like the connotation of "Ford" in its implications, or something to that effect. Chicago Superintendent Benjamin C. Willis was very energetic and interested in this kind of activity. As mentioned previously, the Chicago Public Schools were the first to televise educational subjects in the studio and transmit them to classes in listening-centers in both elementary and high schools. Thus Chicago was chosen and a three-way interest was set up with the Chicago School Board, Ford Foundation's Dr. Alvin Eurich, and Dr. John Taylor, Executive Director of WTTW accepting the \$500,000 grant for the three-year experiment.

The Chicago Board of Education administers the Chicago City Junior College which was founded in 1911 and is a part of the public school system of Chicago. As such, it offers tuition-free college courses at the freshman and sophomore level to all legal residents of Chicago who are high school graduates or 21 years of age or over. They offer a wide range of curricula in day and evening classes to both full-time and part-time students.

At this writing, there are six branches of the Chicago City Junior College, so located as to reach all sections of the city. Two of the six branches were added during the three-year TV experiment. TV College is not a separate branch,

rather, it is an experiment to discover how television can broaden the service of each of the branches in its own geographical area.²¹

In the first year of the experiment, the cost to the not-for-credit enrollee was fifty cents per course to cover the charge for the study guide and the cost of mailing and handling. This fee was raised to \$1.00 in the second year.

The cost to the enrollee for credit depended on whether or not he was a legal resident of Chicago. Legal residents are not required to pay tuition charges but they do pay a general service charge. In the first year all courses offered carried three hours of credit and the fee was \$5 for one or two courses and \$10 for three or four courses. As semesters progressed, courses were offered that differed in hours of credit. The basis of the charges was then determined on semester hours of credit, \$5 for up to 8 semester hours and \$10 for nine or more semester hours.

All students who were not legal residents of Chicago paid the above mentioned registration fee plus an additional tuition fee. This tuition fee varied with the semester:

Fall 1956	}	\$14.06 per semester hour of credit (or \$42.18 per course)
Spring 1957		
Fall 1957		
Spring 1958	}	\$15.16 per semester hour of credit
Fall 1958		
Spring 1959)	\$15.94 " " " " "

The above semesters were those included in the three-year experiment. A new lower rate (as compared with those above) has been made possible by a new State law. Thus in Fall 1959 the tuition fee was lowered to \$9.00 per semester hour of credit.....for nonresidents of Chicago.

²¹ Hyman M. Chausow & Clifford G. Erickson - The Chicago City Junior College Experiment in Offering College Courses for Credit Via Open Circuit Television - A Report of the First Year Project, March 1958, p. 4.

The enrollee for credit in a TV college course is required to register in person in one of the branches of the College. He is then given a study guide (included in the general service charge) for each course of enrollment. The credit enrollees purchase their own textbooks. Once registered, the TV student must regularly view the lessons over TV, complete exercises and assignments given in the study guide. For each television course, students are assigned to a specific section teacher. This teacher in some cases is also the TV instructor. The section teachers conduct the scheduled discussion sessions throughout the semester. The students attend these conferences and take their mid-term and final examinations at the branches where they register. The same section teacher corrects the students' papers, scores the examinations and awards grades. A different procedure is used for handicapped and penal students. This will be explained in Chapter II.

The televised courses follow the general standards, pattern and schedule of its classroom counterpart and the enrollee receives the same credit. Students are eligible for an associate in arts degree upon the satisfactory completion of sixty academic semester hours of credit.

In January, 1959, after five semesters of telecasting, seven students received their associate in arts degrees entirely via ETV. In June, 1959, (last semester of the three-year experiment) forty-two graduating students earned their degrees entirely or in large part via TV.²²

During the six semesters of the television experiment, 7,572 individuals registered for 13,927 credit courses. In the same period 22,030 individuals

²² Peter Masiko, The Role of Television in Schools, Forty-Fifth Annual Conference of the Illinois Association of School Boards and Twenty-Seventh Joint Annual Meeting with the Illinois Association of School Administrators, November 22, 1959. (Notes taken at the meeting.)

registered for 33,009 courses on a "not-for-credit" basis. The grand total, credit and non-credit is 29,062 individuals and 46,936 course registrations. These figures do not include several thousand regular on-campus students who were involved in the many control classes for comparison purposes.²³ Tables I and II in the appendix show the overall enrollments and course registrations by semesters in TV College during the three-year experiment.

Among the aforementioned figures are two unique groups that have been served - the handicapped and special (penal) students. The handicapped included those who were temporarily or permanently home-bound because of physical impairments and those who were patients in hospitals or institutions. A few students included with the "handicapped" were in this category because of distance or working conditions. The other group which was connated as "special" included the penal inmates from Dwight Women's Reformatory and those men who were incarcerated at the Stateville branch of the Illinois State Penitentiary at Joliet.

At this writing in June of 1960, one year after the close of the three-year experiment, three students from the handicapped group and three students from Stateville penitentiary will have received their associate in arts degree granted by the Chicago Junior Colleges to all students who creditably complete two years work.

²³Ibid., and records from TV Office at College.

CHAPTER II

FOCUS ON HANDICAPPED AND PENAL STUDENTS ENROLLED FOR CREDIT IN 1956-1959 EXPERIMENT OF TELEVISION CHICAGO CITY JUNIOR COLLEGE COURSES OVER WTTW

As has been indicated in the preceding chapter, the experiments in television represent a search for better ways to teach the nation's growing student population and to make available to these young people instruction of a higher order than they might otherwise receive.

While searching for a thesis topic, the writer learned from Dr. Hymen Chausow of the Chicago City Junior College that no studies had been made on the handicapped and penal students who had participated in their televised courses for credit over WTTW. The subject became more challenging when a search²⁴ showed that little is available on handicapped and penal students participating in open-circuit televised classes. In our area, as well as in other areas of our nation, with the exception of correspondence courses, there was found to be only a slight but growing interest in scholastic education beyond the present high school level for all handicapped and penal students.

The original aim of TV College was to offer a full two-year Junior College curriculum on WTTW so that home students could earn an associate in arts degree entirely by home viewing. In their first brochure announcing the courses a footnote read:

²⁴ Ryland W. Crary, Editor - The Audience for Educational Television, Research Report, October 1957.

Report of Conference Sponsored by the NAEF and Purdue University - Televised Instruction, April 1959.

Hideya Kumata, An Inventory of Instructional Television Research, December 1, 1956, and telephone conversation with him.

Correspondence with Foundations, National Organizations of ETV and State Level Directors of Special Education.

"A note to hospitalized and handicapped persons who cannot register in person: please telephone office of assistant dean in charge of television, Spring 7-7900 for information on how you may enroll."

Thus the term "handicapped" was applied to all who could not go to the school to register, attend conferences and take the necessary mid-term and final examinations with the group at school. The other term "special" is a synonym for "prison students."

The writer decided to make a study of these handicapped and special students enrolled in the 1956-1959 telecast credit courses of the Chicago City Junior College and the findings reported in this paper are solely hers. She has never had any connections with the three participants in this experiment: Chicago Board of Education - Station WTTW - or any agency of the Ford Foundation. Two useful purposes are hoped for in this document:

1. That it may serve as a convenient source of data about these handicapped and penal students who were enrolled in Chicago's pilot experiment of televising Junior College courses for credit.
2. That it may point to other areas for investigation and research.

All of these unique students were enrolled at Wright for convenience in administration. Their contacts with the school were handled by Mr. Ernest V. Clements, ETV Coordinator. It was he who furnished the writer with his lists of students and their proctors. From these lists the writer found it best to establish individual sheets for each student so that each separate enrollment by semesters could be recorded. This served two purposes: first, compilation of the data on these sheets helped in the development of the "Tables" used in this report and secondly, the sheets were of great help when contacting the students and their proctors.

Some of the data used in this study was obtained from four different types of questionnaires answered by the handicapped and penal students, their proctors,

and the section teachers. Supplementary helpful data was obtained through correspondence, personal contacts, and telephone calls. Taken together they shed considerable light on these students' ability to participate, difficulties encountered, types of handicaps and their general reactions to the program.

In the beginning of this study, the writer phoned some of the handicapped students and their proctors. This proved too time consuming. Finally, a questionnaire was devised to elicit certain answers. This was sent to all who had not been contacted on the phone. A letter explaining the reason of the study, along with a list of their course enrollments, accompanied the check-off and open-end type of questionnaire.

The handicapped students, not in hospitals or institutions, had to make arrangements for their own proctors. These people had to be of professional status and acceptable to the College. The school sent the mid-term and final examinations to these proctors. When the examination was completed at the abode of the student, the proctor returned it to the school to be corrected by the section teacher and recorded. It was deemed advisable to send questionnaires to the 75 known proctors to obtain their reactions to this experiment. Some of them were contacted via the phone and this too proved helpful in developing their questionnaire and obtaining their reactions.

To learn something of this kind of student's success in classwork and of the special problems which might arise from their extraordinary position, the same combination of personal contacts and questionnaires were used with the Spring of 1959 Section Teachers involved with these students. To recall earlier contact with students was thought to be too demanding.

Mr. Ernest V. Clements approved the content of the student and proctor questionnaires. The writer's advisor, Dr. John Wozniak of Loyola University,

also approved the student, proctor and section teacher questionnaires.

The data used for Dwight in this report was secured from personal contacts with students at Dwight Reformatory, Mrs. Ruth Biedermann, their Superintendent and Mrs. Harriet Steger, their teacher and proctor. Mr. Bernard F. Robinson, a Negro and Dwight Reformatory Sociologist, was most helpful in making records available for the writer's perusal and for establishing initial contacts with the aforementioned people. Dwight entered the program in the third semester, Fall 1957.

The story of the enrollees from Joliet Penitentiary was obtained from three sources - the Superintendent of Education, Professor H. V. Givens, his assistant, Mr. Noble E. Baker, and from the present 30 Spring 1960 TV enrollees. The latter answered questions which were left with Mr. Baker and which had been prepared in anticipation of interviews with the prisoners who had been in the 1956-1959 TV program. Warden Joseph Ragen explained that the prisoners at Stateville were some of the worst in the country and because they are on maximum security it was not advisable to have personal interviews.

During the three years on which the writer is limiting her focus there were 141 different individuals (handicapped and penal) who participated in a grand total of 518 course enrollments. The separate registrations can be seen from the following table:

TABLE III

	Individuals Enrolled by Separate Semesters						Total Regis- trants
	First Year		Second Year		Third Year		
	1st	2nd	3rd	4th	5th	6th	
	Sem.	Sem.	Sem.	Sem.	Sem.	Sem.	
	<u>Fall '56</u>	<u>Sp. '57</u>	<u>Fall '57</u>	<u>Sp. '58</u>	<u>Fall '58</u>	<u>Sp. '59</u>	
Handicapped	25	23	31	22	21	34	156
Dwight			17	15	11	13	56
Joliet					<u>13</u>	<u>12</u>	<u>25</u>
	<u>25</u>	<u>23</u>	<u>48</u>	<u>37</u>	<u>45</u>	<u>59</u>	<u>237</u>

Previously the writer mentioned that separate sheets were made out for each of these students, since it was convenient to establish the individual students to be interviewed from the totals given. The conversion of the total three-year registrants to individuals can be seen from the following table:

TABLE IV

Conversion of Total Three-Year Registrants to Individuals

<u>Students</u>	<u>Total Registrants</u>	<u>Students to be Interviewed</u>
Handicapped	156	99
Dwight	56	28
Joliet	25	<u>14</u>
Total students to be interviewed	141

Table V, on page 24, shows an alphabetical arrangement of the courses offered and the semester or semesters when they were televised during this three-year period. English 101 and Social Science 101 were the only courses offered in three different semesters. Fourteen other subjects were offered in two different semesters. The other columns of Table V indicate how many handicapped and penal students were enrolled in each semester. The grand total amounted to 518 separate enrollments during the 1956-1959 period.

The first televised accredited classes began on September 12, 1956, over WTTW. For the first year the emphasis was on general education courses. Four courses were offered in the first semester: Freshman English, General Biology, National Government (Political Science) and Social Science. Table VI, page 25, shows the statistics for the first semester.

It is interesting to note that, in this first semester of the 25 enrollees, there were twelve men and thirteen women who registered for 53 separate course enrollments. The women enrolled in more courses. About half of the students

TABLE V

SUMMARY OF TOTAL HANDICAPPED AND PENAL ENROLLEESFALL 1956 THROUGH SPRING 1959

<u>Courses</u>			<u>Offered in Semester</u>	<u>First Yr. Semester</u>		<u>Sec. Yr. Semester</u>		<u>Third Yr. Semester</u>		<u>Total</u>
				<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>	
1.	Accounting	101	(3)			18				18
2.	"	102	(4)				6			6
3.	Am. Lit.	117	(5)					7		7
4.	Astronomy	201	(6)						22	22
5.	Biology	101	(1-3)	11		3				14
6.	"	102	(2-4)		6		5			11
7.	Bus. Law	211	(6)						23	23
8.	English	101	(1-2-3)	16	3	16				35
9.	"	102	(2-4)		8		3			11
10.	"	105	(5-6)					19	6	25
11.	Humanities	201	(3-5)			19		24		43
12.	"	202	(4-6)				15		23	38
13.	Mathematics	101	(2-3)		12	0				12
14.	"	103	(6)						20	20
15.	"	105	(3-4)			4	2			6
16.	Music	111	(5)					4		4
17.	Physical S.	101	(3-5)			11		18		29
18.	"	102	(4-6)				8		21	29
19.	Pol. Science	221	(4)				5			5
20.	"	223	(1)	15						15
21.	Psychology	201	(3)			18				18
22.	"	207	(5-6)					13	12	25
23.	Russian	101	(6)						22	22
24.	Shorthand	120	(3)			6				6
25.	"	121	(4)				4			4
26.	Sec. Science	101	(1-4)	11			19			30
27.	"	102	(2-5)		9			25		34
28.	Speech 141*		(3-6)	—	—	—	—	6	—	—
Total by Semesters				<u>53</u>	<u>38</u>	<u>95</u>	<u>67</u>	<u>116</u>	<u>149</u>	
First Year				91						
Second Year						162				
Third Year						265				
Grand Total									518	

(* Available only to Dwight Students)

TABLE VIFIRST SEMESTER - FALL 1956Enrollment

Total students registered (12 men and 13 women) 25

<u>Courses</u>	<u>Registered Number of Students</u>		<u>Total</u>
	<u>Men</u>	<u>Women</u>	
English 101	8	8	16
Biology 101	3	8	11
Political Science 223	6	9	15
Social Science 101	5	6	<u>11</u>
Total Registrations by Handicapped Students			53

Location of Students With Regard to Metropolitan Area

North and West	-	14)	Chicago Residents**
South and West	-	5)	
South and East	-	3)	
Berwyn, Ill.	-	1)	Suburbs***
Maywood, Ill.	-	1)	
Gary, Indiana	-	1)	Out-of-State***

Number of Courses for Which Each Student Registered

One Course	12 Students
Two Courses	5 Students
Three Courses	1 Student
Four Courses*	7 Students

(*4 of these students dropped
all of their four courses)

Costs:

50¢ for study guide if student was not registered for credit.

** Chicago residents: \$5 general service charge for one or two courses. \$10 service charge for three or four courses.

*** Non-residents of Chicago in addition to the general service charge, must pay \$14.06 per semester hour of credit. (This amounted to \$42.18 per course in this semester because all courses carried three hours of credit.)

signed up for only one course. Out of the seven who registered for four courses, three women dropped all four courses in the first semester.

The lessons were presented live during the day hours and simultaneous kinescopes were prepared for showing one week later during evening hours. With the exception of two students who mentioned that some of the early kinescopes were poor, the students interviewed did not make any distinction between the two methods of presentation. Only one student indicated that she dropped out because her reception was poor. In the second year of the experiment which began on September 9, 1957, the transmitting power of WTTW was increased from 55,000 to 275,000 watts.²⁵ This is comparable to the power output of commercial stations in the Chicago Area.

At the mid-term examinations in November, 1956, the ETV students were given an opportunity to share telephone numbers and addresses. Lack of interest of the whole ETV student body found this means of inter-communication abandoned. Student questionnaire, item #21 read:

"Would a list of other handicapped students help you in discussion of lessons?

Did you use the 1956 list? _____"

The tabulated answers of the handicapped were:

No	19	Yes	21
Didn't get one	2	
Didn't answer	3	
Might	5	

Some of the comments were:

"Link with the human 'feel' of the college thru a nearby student (not on handicapped list) who still comes as she can - I am not able to get to phone."

²⁵ Chicago City Junior College First Year Report, p. 10.

"Yes! Also I think it would be good social therapy to discuss lessons, was not available."

"I do not know, I had contact with one person on the list but the discussions were never of a helpful nature."

"Intended to call but didn't."

"It came too late."

"Not if chosen solely on basis of being handicapped, if intellectually well equipped - yes."

Most of the enrollees of this first semester class lived on the north and west sides of Chicago. There were three enrollees who were non-residents of Chicago. As will be noted on the following map, one student lived in Indiana and the other two lived in Berwyn and Maywood. The out-of-state student was sponsored through a social agency which paid her fees from rehabilitation funds. Her GED record rated her college level and the personnel involved felt she might be helped toward self-sustenance by her wish to earn some money by writing. The agency felt the English courses might help her toward her dream and also take her beyond the confines of her four walls.

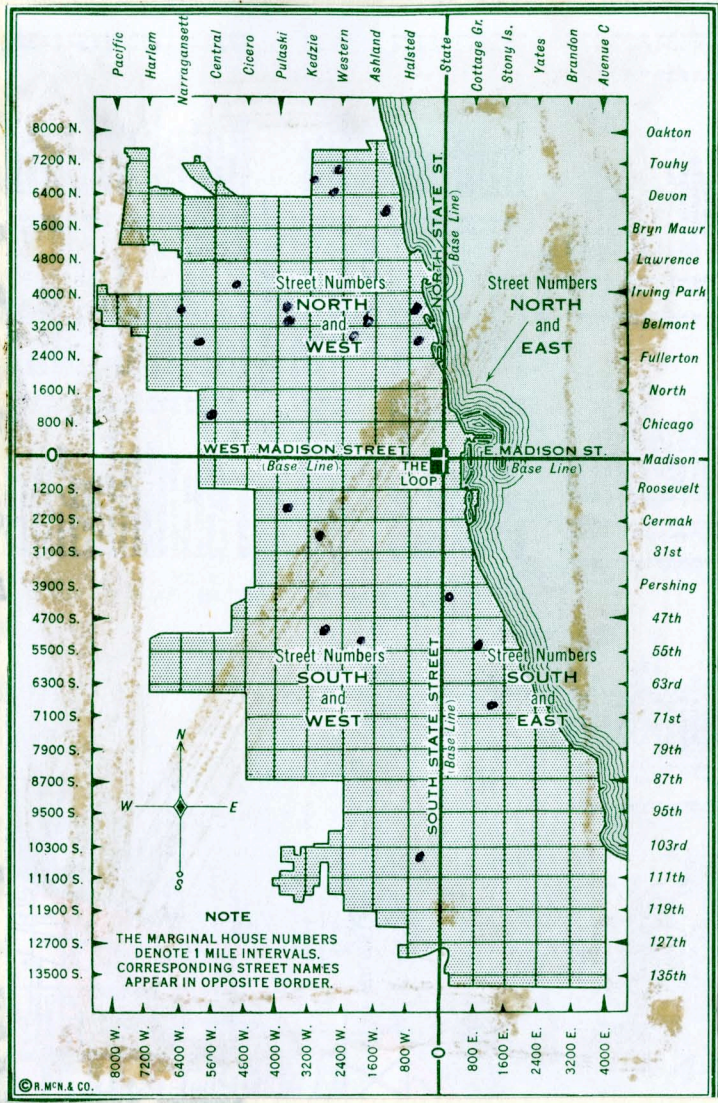
All four courses offered over television in the first semester carried three hours of credit. The teachers were drawn from the four branches of the Junior College.

Five courses were offered in the second semester. English 102, Social Science 102 and Biology 102 were offered as a continuation of the first semester's work. English 101 was repeated with a new team of instructors and a new course Mathematics 101 was added.

Table VII, on page 29, shows a statistical summary of these 25 students' enrollment in 38 separate courses during the Spring 1957 period. Twelve of these students were re-enrollees and thirteen were new students. Twelve of them signed

FIRST SEMESTER OF EXPERIMENT - - FALL 1956

GEOGRAPHICAL LOCATION OF HANDICAPPED STUDENTS
REGISTERED IN ACCREDITED TV COURSES OF
CHICAGO CITY JUNIOR COLLEGE



Chicago residents as seen above:

North and west	- 14
South and west	- 5
South and east	- 3

Non-legal residents:

Suburbs - Berwyn	- 1
Maywood	- 1
Indiana - Gary	- 1

TABLE VII
SECOND SEMESTER - SPRING 1957

<u>Courses Offered</u>	<u>Handicapped Students No. Enrolled</u>	<u>Drop-Outs</u>
Biology 102	6	2
English 101	3	3
English 102	8	
Mathematics 101	12	6 *
Social Science	<u>9</u>	<u>1</u>
Total Enrollments	38	
Total Drop-Outs (* 3 men and 3 women)		12 **

Enrollment

Re-enrollees from first semester	12 (7 men and 5 women)
New enrollees ***	<u>13</u> (8 men and 5 women)
Total handicapped students	25

Number of Courses for Which Each Student Registered

One Course	-	12
Two Courses	-	6
Three Courses	-	2
Four Courses	-	2

Costs

The same as the first semester.

Proctors

Seventeen professional people, not connected with Chicago City Junior College gave tests (mid-term and final) to these students at their abode. Two proctors administered tests in line of employment but fifteen gave time on a philanthropic basis.

* 3 men and 3 women

** One student died who was registered in two courses

*** Four cottage instructors from the Chicago Parental School were unable to get to the college because of working conditions and thus came under this "handicapped" section. Their credit for these TV courses helped them in job advancement.

up for only one course, six registered in two courses, with the balance taking more. From the 38 separate course enrollments there were eleven students who dropped courses. Five of these students dropped out of Mathematics, three from English, two from Biology and one from Social Science.

Four enrollees were cottage instructors from the Chicago Parental School. They could not leave the grounds because of working conditions, thus they were listed among the handicapped. Much is heard these days about "merit pay." These men were motivated to further their education so that they could receive advancements in pay and job assignments. The psychologist of the Chicago Parental School, who was also their proctor, told the writer that the Public School System provides six homes on the grounds for the wayward boys who are entrusted to their care. A cottage instructor, his wife and one assistant is provided in each of these houses, they live "in" with these boys. The motivation principle of career advancement involved could well be adopted by many other schools and industrial organizations.

As the body of experience expanded, new courses were added in the general education and elective fields. Table VIII, on the following page, shows the nine courses that were offered in the Fall of 1957. The new courses were: Accounting 101, Gregg Shorthand 120, Mathematics 105 (slide rule), Physical Science 101, Humanities 201 and Psychology 201. Biology 101 and English 101 as well as Mathematics 101 were repeats via kinescopes. It will be noted that the courses attempted included some which are primarily content courses and others which are essentially skill courses. That was done by deliberate choice to test the versatility of the medium of television.²⁶ All courses were on a thirty-minute

²⁶ Ibid., p. 6.

TABLE VIIITHIRD SEMESTER - FALL 1957

<u>Courses Offered</u>	<u>Enrollments</u>			<u>Drop-Outs</u>
	<u>Handicapped Students</u>	<u>Dwight</u>	<u>Total</u>	
Accounting 101	10	8	18	6
Biology 101 (kin.)	3	-	3	-
English 101 (kin.)	7	9	16	3
Humanities 201	14	5	19	2
Mathematics 101 (kin.)	-	-	-	-
Mathematics 105	4	-	4	-
Physical Science 101	11	-	11	1
Psychology 201	11	7	18	-
Shorthand 120	<u>4</u>	<u>2</u>	<u>6</u>	<u>-</u>
Enrollment Totals	64	31		
Enrollment Grand Total			95	
Total Drop-Outs				12

Students:

Handicapped	32
Dwight	<u>17</u>
Total	49

Total re-enrollees (7 men and 5 women)	12
re-enrollees from Fall 1956 and Spring 1957 (5 men and 4 women)	9
re-enrollees from Spring 1957	3

Number of Courses Selected by Each Student:

	<u>Handicapped</u>	<u>Dwight</u>	<u>Total</u>
One Course	11	3	14
Two Courses	15	14	29
Three Courses	3	-	3
Four Courses	1	-	1
Five Courses	2	-	2

Proctors

Approximately twenty-five different proctors gave the mid-term and final examinations to these students.

Costs

Study guide \$1.00 for non-credit students. Other costs the same as previous semesters. Change in wording specified \$5 for up to 8 semester hours and \$10 for 9 or more semester hours for legal residents of Chicago.

televised schedule and carried three hours of credit except Mathematics 105 (slide rule) which was a one-semester hour credit course and Shorthand which carried four semester hours of credit.

A total of some 49 students were involved in some 95 separate course selections. The increase evident in both figures from the previous semester's enrollment was due in part to the enrollment, for the first time, of some 17 penal students from Dwight Women's Reformatory. (Chapter IV covers detailed information on penal students.) Drop-outs, re-enrollee figures, etc., can be seen from Table VIII, on page 31.

Classes began on February 10, 1958, for the fourth semester in this experiment. Nine subjects were offered and statistical information about them can be obtained from Table IX on the following page. It will be noted that a total of thirty-seven students were enrolled, in this figure are included the fifteen women who were inmates from Dwight Penal Institution. Together these two groups of students registered for some 69 courses.

A new group of students from Stateville Illinois State Penitentiary at Joliet entered the program in the fifth semester. Their story will be told in Chapter IV.

Six tubercular patients, hospitalized in the Municipal Tuberculosis Sanatorium, registered for eight courses in this semester. Of all groups they had the most drop-outs. The answers given on their questionnaires may provide some clues to the reasons for their retention being so poor. When leaving the hospital one student wrote she couldn't get a proctor. Another said her "conception" (sic) was poor. There were too few of these students to be conclusive from the evidence at hand, but reading between the answers given, the writer felt their backgrounds may not have prepared them for college work. Attempts were made to contact their proctor at the Sanatorium. She is no longer with that institution, but in

TABLE IXFOURTH SEMESTER - SPRING 1958

<u>Courses Offered</u>	<u>Enrollments</u>		
	<u>Handicapped Students</u>	<u>Dwight Students</u>	<u>Total</u>
Accounting 102	2	4	6
Biology 102 (k)	5	-	5
English 102	3	-	3
Humanities 202	10	5	15
Mathematics 105 (k)	2	-	2
Physical Science 102	7	1	8
Political Science 221	6	-	6
Shorthand 121	2	2	4
Social Science 101	<u>10</u>	<u>10</u>	<u>20</u>
Totals	47	22	69

Students Registered for Sp. '58

Dwight Reformatory	15
Handicapped	<u>22</u>
Total Students	37

Registration by Courses

Dwight	22
Handicapped	<u>47</u>
Total Reg.	69

Number of Courses Selected by Each Student

	<u>Handicapped</u>	<u>Dwight</u>	<u>Total</u>
One Course	8	9	17
Two Courses	7	5	12
Three Courses	5	1	6
Four Courses	2	-	2

Drop-Outs

Dwight: 1 student dropped Accounting 102 and another did not take examination, a third did not get credit.
 Handicapped: Four students dropped one course each.

Enrollees

Dwight: 12 students were re-enrollees from Fall 1957
 3 students were new this semester
 Handicapped: 7 students in all four semesters
 4 students in third and fourth semester
 1 student enlisted for second time - not consecutive
 1 student enlisted for third year (skipped one)
 9 students new this semester

Costs

Tuition charge for residents not in Chicago raised to \$15.16 per semester hour of credit, plus the usual general service charge.

telephone conversations with other personnel it was learned that tuberculosis in some cases may be more prevalent in the lower socio-economic groups.

Table X on the following page shows a breakdown of the 45 students who registered for a total of 116 courses in the fifth semester. The inclusion of the additional twelve new students from Stateville State Prison raised considerably both of the quoted figures. Each of the men from Stateville enrolled in the following four courses:

Business English 105
Humanities 201
Physical Science 101 and
Social Science 102

With the exception of one student, all Stateville enrollees received credit for their four courses.

All courses offered in this semester carried three hours of credit except Speech 141, which was a two-semester hour credit course. The handicapped students were excluded from the speech course. Only the students at Dwight were allowed to enroll in this course. Tape recordings and a personal visit by the TV teacher provided some background for grading these students in speech.

Twelve courses were offered in Spring 1959 - the last semester of this three-year experiment. Three of these courses were non-credit and five of the nine courses for credit were kinescope repeat courses which had been presented in previous semesters. The four new credit courses were: Astronomy, College Algebra, Business Law and Russian. The non-credit courses were special community service courses: Speak Spanish, College and Your Career and Pan American Perspective.

Detailed statistical information about the last semester handicapped and penal enrollees, in the three-year experiment, can be obtained from Table XI, page 36. There were 59 individual students involved in 149 enrollments of courses during this Spring 1959 semester, the last of the experiment.

TABLE XFIFTH SEMESTER - FALL 1958

<u>Courses Offered</u>	<u>Prison Students</u>		<u>Handicapped</u>		<u>Total</u>
	<u>Dwight</u>	<u>Joliet</u>	<u>MTS*</u>	<u>Others</u>	
American Literature 117	2	-	-	5	7
Business English 105	-	12	2	5	19
Humanities 201 (k)	5	12	1	6	24
Music 111	1	-	-	3	4
Physical Science 101 (k)	-	12	-	6	18
Psychology 207	3	-	4	6	13
Social Science 102 (k)	3	12	1	9	25
Speech 141**	<u>6</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>6</u>
**(Available Only to Dwight)					
Total	20	48	8	40	

Grand Total Registrations of Handicapped & Penal Students

116

Students and RegistrationsStudents Registered for Fall '58Registration by Courses

Handicapped	21
Dwight	11
Joliet	<u>13</u>
Total Students	45

Handicapped	48
Dwight	20
Joliet	<u>48</u>
Total Registrations	116

Number of Courses Selected by Each Student

	<u>Dwight</u>	<u>Joliet</u>	<u>Handicapped</u>	<u>Total</u>
One Course	2	-	7	9
Two Courses	9	-	13	22
Three Courses	-	-	2	2
Four Courses	-	12***	1	13
Five Courses	-	-	1	1

Drop-Outs

Six students from Municipal Tuberculosis Sanitarium dropped out, or did not take final examination - thereby not receiving credit for the eight registrations listed above.

Three other handicapped students dropped a total of five courses.

Two students at Dwight did not earn credit for their four courses.

Two students at Joliet were dropped from the program for disciplinary reasons - each*** had signed up for four courses.

TABLE XI
SIXTH SEMESTER - SPRING 1959

<u>Courses Offered</u>	<u>Handicapped</u>	<u>Enrollments</u>		<u>Total</u>
		<u>Penal Students</u>		
		<u>Dwight</u>	<u>Joliet</u>	
Astronomy 201	12	-	10	22
Business 211	7	8	8	23
English 105 (k)	5	-	1	6
Humanities 202	7	4	12	23
Mathematics 103	9	2	9	20
Physical Science 102 (k)	9	-	12	21
Psychology 207 (k)	8	4	-	12
Russian 101	12	1	9	22
Speech 141 (k) not avail- able to these students	—	—	—	—
Totals	69	19	61	149

Students and Registrations

Students Registered for Sp. '59

Handicapped	34
Dwight	13
Joliet	<u>12</u>

Total Students 59

Registration by Courses

Handicapped	69
Dwight	19
Joliet	<u>61</u>

Total Registrations 149

Drop-Outs

Groups of Students

<u>Handicapped</u>		<u>Dwight</u>	<u>Joliet</u>
<u>Course</u>	<u>No. Withdrew</u>		
Astronomy	2	1 Student	1 student withdrew
English 105	2	withdrew	from
Humanities 202	1	from	courses
Mathematics 103	2	Eng. 105	2 students dis-
Physical S. 102	4	(Bus.	charged - one
Psychology 207	1	Law)	registered in
Russian	<u>3</u>		courses and the
			other registered
			in
			(both dropped all)
Total withdrawals	15	<u>1</u>	<u>14</u>

Re-Enrollees

5th Sem. Fall 1958	11	2nd Sem. Spring '57	7
4th Sem. Sp. 1958	11	1st Sem. Fall 1956	7
3rd Sem. Fall 1957	7	New Students	20

The map on page 39 shows the geographical location of the Chicago area handicapped students and lists the non-resident students registered for credit in the last semester. In both the first and last semester most of the Chicago area students were found to reside on the north and northwest sides of the city.

As stated in the beginning of this chapter, experiments in television represent a search for better ways to teach the nation's growing student population. Chicago's experiment in particular had hoped to discover how television could broaden the service of its Junior College offering in its own geographical area.

Each semester of the three-year experiment showed that different people with different handicaps could for the first time in the world amass junior college credits toward an Associate in Arts degree, via these televised classes, without ever leaving their abodes. Veterans hospitalized at Hines were registered in the first classes given in Fall of 1956. At the same time a Welfare Agency in Indiana enrolled a student on a rehabilitation basis, hoping thereby to make her self-sustaining, even though she is home-bound, by encouraging her in her ambition to earn money by writing. For job advancements, four employees of the Chicago Parental School enrolled in the second semester.

Among those entering in the second year, Fall of 1957 classes, were a nun from Saint Casimir Religious Teaching Order, a hospitalized veteran at their Research Hospital in Chicago and the incarcerated women from Dwight Reformatory.

The third year of the experiment found these unique services of TV College being extended to the prisoners at Joliet. In addition, Municipal Tuberculosis Sanatorium hospitalized patients had entered the program. Two nuns from the Blessed Virgin Mary Religious Teaching Order in Chicago also registered in these courses.

TABLE XIICOURSES SELECTED FOR CREDIT BY HANDICAPPED AND PENAL
STUDENTS ACCORDING TO TOTAL ENROLLMENTS

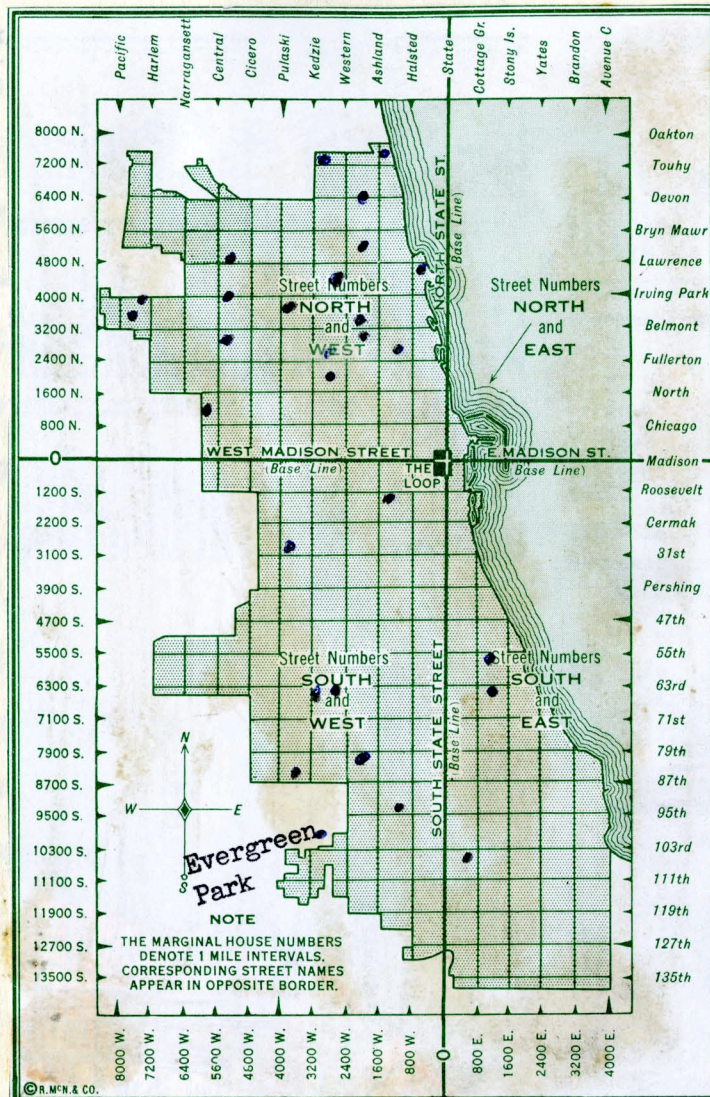
(Fall 1956 Through Spring 1959 Semesters)

	<u>Semesters Offered</u>	<u>Total Enrolled</u>
1. Humanities 201	3 & 5	43
2. Social Science 101	1, 2 & 4	39
3. Humanities 202	4 & 6	38
4. English 101	1, 2 & 3	35
5. Physical Science 101	3 & 5	29
6. Physical Science 102	4 & 6	29
7. English 105	5 & 6	25
8. Psychology 207	5 & 6	25
9. Social Science 102	2 & 5	25
10. Business Law 211	6	23
11. Astronomy 201	6	22
12. Russian 101	6	22
13. Mathematics 103	6	20
14. Accounting 101	3	18
15. Psychology 201	3	18
16. Political Science 223	1	15
17. Biology 101	1 & 3	14
18. Mathematics 101	2 & 3	12
19. Biology 102	2 & 4	11
20. English 102	2 & 4	11
21. American Literature 117	5	7
22. Accounting 102	4	6
23. Mathematics 105	3 & 4	6
24. Shorthand 120	3	6
25. Speech 141*	5 & 6	6
26. Political Science 221	4	5
27. Music 111	5	4
28. Shorthand 121	4	4

Variables Involved: Type of course, place in sequence, year of offering, types of students in program (example: Dwight came in the program in third semester and Joliet came into it in fifth semester.) all affected the over-all totals.

*Not available to handicapped students - Dwight students participated in fifth semester.

**GEOGRAPHICAL LOCATION OF HANDICAPPED STUDENTS
REGISTERED IN ACCREDITED TV COURSES OF
CHICAGO CITY JUNIOR COLLEGE
(Chicago Residents)**



**LOCATION OF ALL HANDICAPPED AND PENAL STUDENTS
REGISTERED FOR CREDIT IN TV COURSES SPRING 1959**

Chicago Area

N & W - 17
S & E - 3
S & W - 7

Illinois (other than Chg.)

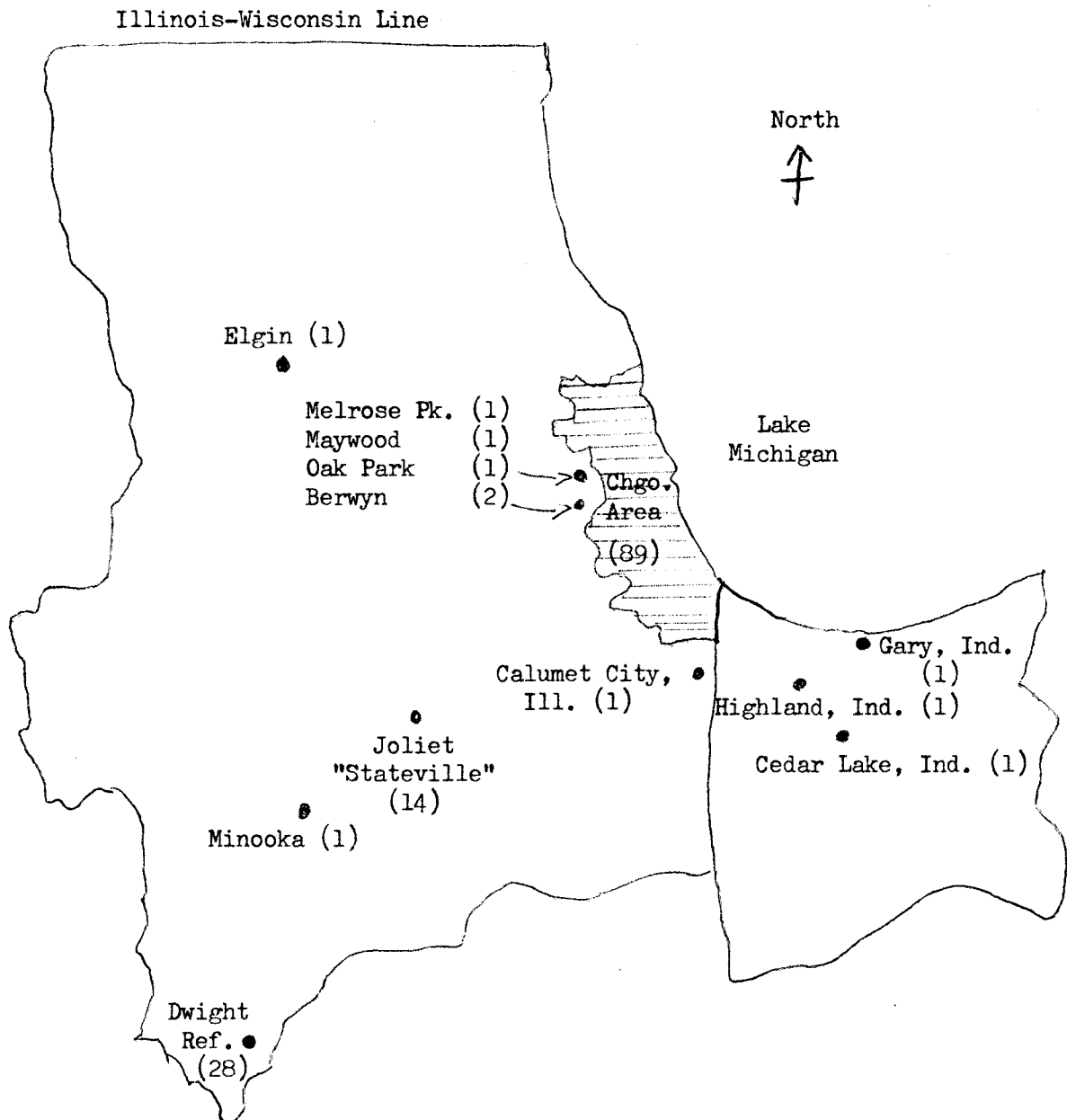
Berwyn - 1
Calumet City - 1
Dwight (Reformatory) - 13
Evergreen Park - 1
Joliet (Stateville) - 12
Maywood - 1
Melrose Park - 1
Minooka - 1

Indiana

Highland - 1

40

**GEOGRAPHICAL LOCATION OF HANDICAPPED AND
PENAL STUDENTS ENROLLED FOR CREDIT IN
CHICAGO CITY JUNIOR COLLEGE COURSES
TELEVISED OVER WTTW DURING
1956-1959 EXPERIMENT**



Total:

Handicapped students .. 99

Penal students 42

141 students in these two groups participated in 237 separate registrations for credit in 518 courses during the three-year experiment.

The success of these students was due to a combination of efforts of many segments of our populace. First, the students themselves had to have the necessary discipline and scholastic background to reach the level of Junior College work. The money necessary for this experiment was provided by industry through the Ford Foundation. Then, to make the program workable there had to be the combined efforts of the College's personnel, the staff at Station WTTW, the responsible persons at each hospital and institution plus the, last but not least, dedicated professional people who acted as proctors for these students. Most of the more than seventy-five people in the latter category gave their time on a philanthropic basis to administer the mid-term and final examinations to the handicapped people at their abode. All of this proving once again that education cannot be made workable, at any level, unless every facet of our society enters into and helps the educator.

Both of the groups involved in this study proved that their handicaps did not impair their ability to participate in televised classes and to earn credit by their scholastic endeavors. Their small but successful numbers can only furnish a basis for further investigation.

CHAPTER III

HANDICAPPED STUDENTS

There were some 100 students enrolled who were categorized as handicapped during the 1956-1959 experiment of televising Chicago City Junior College courses for credit. The term handicapped denoted temporary or permanent physical disability. A few students were so classified as they too could not get to the school for registration and tests because of working conditions or distance from the school.

Originally the writer planned to contact most of these students over the phone or in person. Telephone conversations were held with 21 handicapped students. This was found to be too time consuming and consequently a questionnaire, along with an explanatory letter, was sent to those students who had not been contacted by phone. Forty-four questionnaires were returned by these students or some other person, if the students were unable to write. Their answers, together with the information volunteered to the author, gave the basis for the following:

Question #1: How did you learn of college courses being offered via television?

Conversation with others	10
Literature from college	11
Newspaper articles	14
WTTW's announcements	18
or - written in -	
Nuns at St. Xavier College	1
Physical Therapist at Hines	1

Question #2: What motivated your interest in taking courses offered by Chicago Junior College?

Associate of Arts Degree	16
Furtherance of career	12
Personal satisfaction	23
Suggestion of therapist	2
Worthwhile program	14

The following information was secured from questions 3, 7, 19 and 25, plus personal conversations:

<u>(#3-A) Handicap</u>	<u>(#3-B) When Afflicted</u>	<u>(#19 and #25) Present Status and Future Plans</u>	<u>(#7) Age</u>
<u>AMPUTEES & PARAPLEGICS</u>			
1. Double amputee (M)	2/7/57	Clerk	41-45
2. Paraplegic (M)	20 mo.	Now working - Going to Univ. in Fall	20-25
3. Quadraplegic (F)	6 years	None - was teacher	31-35
4. Quadraplegic (M)	1955	Setting up business - Entering Mich. Univ.	20-25
5. Lost one arm and one leg (M)	8/16/58	Student - Attending Amundsen	20-25
<u>ARTHRITIS</u>			
1. Wheelchair 4 years (F)	10 years	Student - A. of A. Degree	20-25
2. Arthritic (F)	36 years	Needed self discipline	41-45
3. Ankylosis (F)	30 years	Bedfast - Personal satisfaction	Over 50
4. Arthritic (F)	9 years	(Mrs.) - Possible return to business	Over 50
5. Rheumatoid (F)	6 years	? - ?	?
6. Rheumatoid (F)	6 years	Living in California	41-45
<u>CARDIAC</u>			
1. Weakened heart muscle (F)	4 years	Mother of two - Personal satisfaction	31-35
2. Hole in heart - post operative		Working at Steel Plant - Chemist, hopes to earn enough to go back to school	21
<u>CEREBRAL PALSY</u>			
1. Right hand and foot crippled (F)	Infancy	Has a son - hopes to go to work	Over 50

#3-A) Handicap	#3-B) When Afflicted	#19 and #25) Present Status and Future Plans	#7) Age
<u>CEREBRAL PALSY</u>			
2. C.P. (M)	Since birth	Dropped - Pace too fast on TV	26
3. C.P. (F)	"	"Handicap keeps her from college but it doesn't hamper ability to study."	26
4. C.P. (F)	"	Furtherance of career	20
5. C.P. (M)	"	Mother says he has a good mind - but he can not write - tried to get into Loyola - no facilities - continues to watch but not enrolled now for credit.	22
6. C.P. (F)	"	Non-resident student - hopes other states will do the same. "TV more inspiration than correspondence courses."	Now 30

7.) See
8.) questionable
9.) category

HEMOPHILIAC

1. Hereditary	Student had excessive absences from class and therefore made arrangements to take classes via TV College	Jr. College age
---------------	--	-----------------

MULTIPLE SCLEROSIS

1. Hasn't walked in 12 years (M)	Dropped from B to C and said "The heck with it." (Despondent soul) Refused to give age.	?
----------------------------------	---	---

MUSCULAR DYSTROPHY

1. Died (M)	Grandmother told writer that it was a blessing, he would never get better	
2. Had had it about 21 years (M)	Personal satisfaction	26-30
3. Afflicted since 3 years old (M)	Owens: Air Check Service ²⁷ - (Recording specialist) <u>Awarded Associate in</u>	20-25

²⁷ Chicago Daily Tribune, July 23, 1959.

#3-A) Handicap	#3-B) When Afflicted	#19 and #25) Present Status and Future Plans	#7) Age
<u>MUSCULAR DYSTROPHY</u>			
3.		<u>Arts Degree</u> - Aspirations for a singing career.	20-25
4. In wheelchair (M)		Afflicted since birth - cannot walk since 8 years old. Enrolled in second part of physical science course - had first year book and did not pass examination. Consequently, he lost interest according to his mother's statements.	20
<u>NERVOUS DISORDERS</u>			
1. Neurosis (M)	20 years	Does recording in home - <u>Awarded A. of A.</u> - Had attended Wright '38-'40	35-40
2. Nervous breakdown (F)	4 years	8 year old daughter - <u>Awarded A. of A.</u> - Suggested by therapist	41-45
3. Nervous condition (F)	11 years	Not working - A. of A.	45-50
4. Nervous breakdown (Mrs.)	10 years	New baby - Furtherance of career	35-40
5. Emotional illness (Phobia) (F)		(Her note read: - I work as part-time waitress until recovery of illness is realized.) - Personal satisfaction.	35-40
<u>POLIO MYELITIS</u>			
1. Paralyzed from waist down (F)	?	Has children - Personal satisfaction	35-40
2. Polio (M)	6½ years	Student - A. of A.	20-25
3. " (F)	5½ years	Types for Easter Seal - A. of A.	20-25
4. " (M)	4 years	Veteran, has pilot license - Personal satisfaction	31-35
5. Post polio (M)	7½ years	Not working - Personal satisfaction	26-30
6. Polio (F)	4½ years	Requires assistance - A. of A.	20-25

#3-A) Handicap	#3-B) When Afflicted	#19 and #25) Present Status and Future Plans	#7) Age
<u>POLIOMYELITIS</u>			
7. Polio (M)	1956	Very depressed - will take correspondence course from LaSalle	25
8. Polio (M)	1949	Can't write - kidney operation in 1958 - since then no home study but follows what interests him on ETV. (Visited by representative of Chicago City Junior College - TV Teacher.)	26-30

QUESTIONABLE CATEGORY

1. In wheelchair (F) (Perhaps C.P.?)	Since birth	Trying to establish own business - A. of A. aspirations	Under 20
2. L.P. (F) (Perhaps C.P.?)	"	Personal satisfaction (wrote like cerebral palsied)	26-30
3. Wheelchair (M) (Perhaps C.P.?)		Can't use legs or straighten out. Only interested in accounting.	22
4. Wouldn't tell		All she would say when called was "Dropped because it was too elementary".	?

TEMPORARY CONFINEMENTS

1. Chronic kidney ailment caused by blood disease (M) recovered		Personal satisfaction. Taking rehabilitation exercises and hopes to be employed this summer. Reason given for withdrawal from course was "due to finances".	?
2. Kidney infection for about four months (M) recovered		Back at DePaul - Student in Law School - hopes to be teacher	20-25
3. Measles (F)		Back at Roosevelt College - Her school suggested she take Russian on TV to keep up with class	Young
4. Post operative (F) Surgery on foot		Teacher of French, Spanish and Italian. She said the pace was killing in the language course she took (Russian). She dropped the course.	25

#3-A) Handicap	#3-B) When Afflicted	#19 and #25) Present Status and Future Plans	#7) Age
<u>TEMPORARY CONFINEMENTS</u>			
5. Operation & complications (F)		Veteran and registered while at Hines Hospital. Aspires to A. of A. degree	31-35
6. Post operative (F)		?	18
7. Complicated pregnancy		She has six children and has attended Loyola and a Nursing School. Hopes to earn her A. of A.	26-30
8. Complicated pregnancy		At present taking Juvenile Delinquency course at City Hall	

TUBERCULOSIS

Seven students were found to have been afflicted with tuberculosis. All six who were hospitalized at the Municipal Tuberculosis Sanatorium when they registered in these courses have since been released. Two of them answered the questionnaire sent to them and the post office returned the others as they did not leave a forwarding address. One gentleman who answered gave his age to be 31-35 and he indicated that he is now working. The other, a woman, mentioned that she was between 41-45 years of age. The proctor of the seventh student with tuberculosis passed along the information about the student's relapse and consequent hospitalization at a private TB sanatorium. Retention was found to be poorest with these students. The type of disease may have played a part. Discussions with personnel at the Sanatorium indicated that some of these patients have come from the lower socio-economic groups.

MISCELLANEOUS

During the three-year interval under focus three handicapped students died - all were men. One is listed under muscular dystrophy.

Others who came under the classification of "handicapped" included those whose distance from the school, working conditions, etc., did not allow them to register, attend conferences or take the mid-term and final examinations at the college.

Three individuals were in this classification because of their distance from the school. One lady lived in Highland, Indiana. She did not return the questionnaire sent to her, but in contacting her home it was learned from her mother that she did not respond because she was not handicapped. It was learned that this student enrolled for credit as she is working toward a degree. She is employed with the Telephone Company as a Service Representative. One man who enrolled in Mathematics 105, slide rule, lived in Elgin and is a teacher. He felt the course was well taught. He criticized the mechanics of administration with regard to receiving test results. One other comment he made was: "Price of \$20 per semester hour was extreme." On the other hand, a carpenter age 45-50, who came under this classification because he could not leave his home in the evening due to an elderly father with whom he lives, indicated that the tuition appealed to him. He was a resident of Chicago and consequently did not need to pay a tuition fee but only a service fee of \$5.00 for up to 8 credits and \$10.00 for 9 or more credits. Personal satisfaction and worthwhile program were indicated as his motivation for participation in these classes. He added that he was interested in the process of learning under a certain amount of guidance.

Convent regulations did not permit the three nuns who registered for these classes to attend evening classes and thus they came under this classification. They are in teaching orders of St. Casimir and Blessed Virgin Mary.

One woman came into this classification because she felt her neighborhood was bad and she was afraid to go out at night. She is employed at the Art Institute

and hoped to further her career by participation in these classes. Her age bracket was over 50.

Four cottage officers at the Chicago Parental School were in this group because of working conditions. They live-in with the boys who are sent to the school by the Courts. When the personnel at this School have accumulated enough credits (20) they can take the test and go on to the next level in pay. Three of these men have since earned enough credit to be teachers at the school. Two who are still there gave their ages to be between 31-35. Their motivation, of course, was job advancement.

Further answers on question #3 read:

Does handicap affect your college work?	Yes 11	No 26
Can you get around by yourself?	19	
Do you require assistance?	15	
Is disability permanent?	23	
Is there chance of recovery?	15	
Can you operate your TV set?	23	3

Question #4 - Did you complete high school - or -	Yes 37
Did you earn a general education diploma?	Yes 12

Question #5 - Did you attend college previous to en-		
rolling in TV?	Yes 17	No 24

Question #6 - Didn't answer well - included with listing of schools later on in report.

Question #8 - Did all go well with enrollments?	Yes 39	No 3
---	--------	------

Question #11- Did your advance work line up well with instructors' lectures?

Did no advance work	1
Very well	16
Most of the time	22
Part of the time	3
Seldom	1
Yes - except astronomy	1

Question #12 - Do you feel subjects were presented in a clear understandable manner?

Yes	31
Most of the time	4
Sometimes	2
Some kinescopes were very bad	2

Question #13 - How would you evaluate the textbooks and study guides?

Excellent	30
Difficult	2
Easy	2
More Simplicity would be helpful	1
Study guides difficult	1
Some difficult and some easy	1

Question #14 - Did you learn as effectively by TV as you would in class?

Yes	14
No	14
No experience	7
Did not answer	4

Written Comments:

Yes - after I got on to it - causes you to dig for answers on your own - sometimes (sic) you wouldn't ordinarily do.

Yes - Math. 103	No - Astronomy
Yes - Eng. & Psch.	No - Phy. Science

Yes - but missed personal contact

No - feels he learns better when in a competitive classroom atmosphere and is free to ask questions.

Question #15 - How has your examination procedure worked out? (Students mistook my intention and they took it to mean Did you receive a good grade?)

Very satisfactorily	25
Fair	9
Poorly	4
Don't know	2

Question #16 - Please comment on why you think the examination was a success or a failure. (As many different answers as people writing.)

Attributed it to proctors	6
Instructions clear and time allocated correctly	5
Thought it connoted grades	4
In privacy of home - could have cup of tea	1
Tricky questions	1
Too many in one day	1
Results not known	2
Russian - better in class and Math.	1
Didn't reach examination point	2
Didn't answer	10
It served purpose	1
Rested before examination	1

Question #17 - If you withdrew from a course, please state reason? (Varied answers)

- | | |
|---|----|
| 1. Illness - could not catch up | 6 |
| 2. Delay in obtaining books - three weeks behind in study | 2 |
| 3. Withdrew from reading - couldn't get text (This student listed for 15 other subjects) | 1 |
| 4. Did not like instructor in Russian (This student listed for 16 other subjects) | 1 |
| 5. Financial - one cause | |
| 6. Not able to spend enough time (Pol. Science 223) | 2 |
| 7. They wanted me to come to Wright for exam and I lived too far away (over 50) | 1 |
| 8. Mathematics required too much time to prepare along with three other courses. (This student enrolled in over 15 subjects) | 1 |
| 9. I became discouraged with my grades and was not well physically and felt it was too much | 1 |
| 10. Did not drop | 17 |
| 11. Sent in letter of withdrawal in middle of Eng. 101 because of insufficient strength but was happily reinstated again after a week's rest. (Over 50) | 1 |

- | | |
|---|---|
| 12. Went to work and had trouble getting clear reception.
Sp. '57 | 1 |
| 13. Moved and it was a 200 course (Political Science) -
couldn't work up much enthusiasm for such things as
the size of metropolitan areas. (41-45) | 1 |
| 14. V.A. Research Hospital could not provide a TV set at
these hours for studying purposes. | 1 |
| 15. Family increased (believe it was a boarder). | 1 |
| 16. New baby | 1 |
| 17. After leaving hospital - no proctor - (TB) | 1 |
| 18. Tried to do too much (TB) you can't do it | 1 |
| 19. Recovery - returned to law school | 1 |

Question #18 - This question had to do with preference of viewing time:

No preference was indicated by six students
Morning was checked off by twenty-five students
P.M. was the choice of twenty-seven of these students.
Written comments:

Reasons for Preferring A.M.

- | | |
|--|---|
| 1. Feel more like studying | 2 |
| 2. Day can be planned | |
| 3. Mornings quieter - mind fresher | |
| 4. Will not bother rest of family and it gives me morning
to study | |
| 5. Before lunch when children are resting | |
| 6. Mind is clear and energy high | |
| 7. Fresher in morning | |
| 8. Better study atmosphere | |
| 9. Quieter in home | |
| 10. Quieter - 8 year old daughter in school - can hear and
concentrate better | |
| 11. Use rest of day to study | |
| 12. Few interruptions | |
| 13. More time for preparation | |
| 14. Get earlier start on homework | |
| 15. Rather tired by evening (taking rehabilitation exercises) | |

Reasons Given for P.M. Preference

- | | |
|--|---|
| 1. Too many interruptions during morning | 4 |
| 2. Finished with housework | 1 |

3. Better conception (sic)	1
4. While hospitalized found early afternoon best I'd not be distracted by evening noises	1
5. Worked out better with medical routine	2
6. Good time considering disability (spinal operation)	1
7. Because of working during the day	4
8. House is quiet in evening	1
9. Child in school	1
10. More convenient	4
11. Can study in the morning	1

Question #19 - Are you presently employed? If so - in what way?
Answers given on pages 43 through 47.

Question #20 - Did you or some agency pay the cost of your tuition?

Two students indicated their tuition was paid by someone else (cerebral palsy and polio)
Another student's tuition was paid from Indiana State rehabilitation funds (according to proctor).
Forty students indicated on questionnaire they paid own tuition (included veterans and T.B. students).
Conversations with students on the phone did not always include this question, but when it was asked the answers were all the same "that they paid their own tuition."

Question #21 - Would a list of other handicapped students help you in discussion of lessons?

Answers given on page 26.

Question #22 - Did you have any telephone conferences with school?

Yes	26
No	16
Prefer writing	1

Question #23 - Were your conferences with:

Section teacher	18
T.V. teacher	11
T.V. Coordinator	8

Question #24 - Were your questions of:

Academic nature (about courses)	23
Personal (like counseling)	3
Both	4

Question #25 - There were several parts to this question:

- A. Do you feel you can call on the school when you have a problem and be given the information you need?

Nineteen students indicated "yes" - plus that there were the following comments:

1. "Asked for TV teacher but not available ('56). Would have been helpful."
2. Sometimes my free time and teacher's didn't agree - but the switchboard girl always tried the various offices.
3. No complaints

- B. Have they always been sympathetic?

Six checked off that they have been sympathetic. Others wrote in:

1. TV teacher visited student (45 miles away)
2. "Particularly the office of Ernest V. Clement"
Four students made the previous comment on questionnaire. In talking with students everyone praised this man for his efficient handling of their problems.
3. "Especially Haimowitz"
4. Had difficulty in getting exam and information and had to call many times but eventually things worked out.

- C. Has your experience been that it all seems like a vast impersonal machine?

The six students who commented had this to say:

1. Contact was many times with someone unexperienced with particular problem.
2. Very impersonal on calls - never got the same person twice - problem would have to be explained over and over.
3. More like a machine - I felt I was lost in the production line.
4. Always in great haste - but answered courteously
5. The price of \$20 a semester hour was extreme - Mechanics of administration left a sour taste. Took a year to get final - never did get results of mid-term exam. (This student lived in Elgin.)
6. Slightly mechanical and impersonal

- D. Do you plan to continue taking courses until you receive your Associate in Arts Degree?

Yes	14
No	15
M.A.	1

B.E. 2 (One a quadraplegic)
 Didn't know 10

- E. Do you have any suggestions of a way to reach more handicapped persons above high school age to inform them about these courses?

Their written-in comments were as follows:

1. Compile mailing lists from schools (for exceptional children), hospitals, etc. - direct mail.
2. Has the H.S. where crippled children go been contacted?
3. I would bombard all the libraries with propaganda about learning via TV. I would have the libraries post large cards in prominent places to more forcibly induce people to take advantage of this way of directed learning.
 (The librarian in this man's community administered the tests and was therefore his proctor.)
4. There is a "Christian League for the Handicapped" I believe with an office in Chicago? I know little of it personally but I know some patients from here have gone to their meetings. All ages, I believe.
5. Lower rate to suburbs might bring more in.
6. Contact the adult handicapped groups in the Chicago Area.
7. There are various disabled peoples organizations that distribute their own publications (Paraplegia News; national publication, The Wheel; Hines Hospital publication, the D.A.V. and V.F.W. also carry information to disabled vets and not vets alike) and I think that advertising in these publications would bring a reasonable result.
8. Sending literature to those names obtained from the mailing lists of Welfare and Health Agencies, special schools, rehabilitation centers, etc.
9. Contact all handicapped organizations and clubs.
10. Get lists from National Society of Crippled Children and Adults, then send them literature on courses.
11. TV courses could be more widely published in the VA Hospital. The VA could be encouraged to set aside a few of the many TV sets they have for this purpose so as not to interrupt the others who wish entertainment only. The announcements of the courses could also be posted in all hospitals and clinics.
12. Hines Hospital has a very good Educational therapy section although it is regrettably only used by a small percentage of the patients. When T.V. College schedules are received they are posted on each ward, the clinics, and lobbies. A patient is free to take correspondence courses also while at Hines..... Most work is handled on a single student - tutor basis..it's very difficult to get more than one patient interested in any single course at a time.
 WTTW comes in bright and clear at the hospital and the television set in the clinic operates well and is tuned to WTTW for about one to three hours daily. From my own experience, I find T.V. College learning a perfect answer for obtaining a college

level education while unable to attend a college or university. It is a considerable improvement over the usual correspondence course.

13. The patients of the Chicago Rehabilitation Center - 401 E. Ohio, the Veterans Hospitals and the National Paraplegic Foundation, 333 N. Michigan could be contacted.
14. Through hospital school teachers and informing therapists.
15. I think certain enlightened persons who are sincerely interested (sic) in the plight of handicapped people should be appointed to visit places likely to inhabit (sic) these people who are inhibited or frustrated in initiative to do their own scuttling, but who are nevertheless ambitious. Also, articles in noticeable places should be printed in the daily papers from time to time.

F. What suggestions do you have for additional courses via TV?

1. Entire college curricula (sic).
2. Would like courses in French and story writing.
3. Two or three courses in semantics - at least three courses in comparative religion - at least two courses about marriage.
4. Advanced courses in Russian, Philosophy course, Radio course.
5. More courses in language - such as: Italian, French, etc., at hours convenient to working people too.
6. Engineering course such as strength of materials.
7. General Psychology and a course in Counseling.
8. I wish they would include some history but they seem opposed.
9. More advance courses in Mathematics - Social Sciences - Physical Sciences, etc.
10. Teacher's College Courses - particularly third and fourth year work - other than Laboratory work.
11. Economics and French.
12. An Art content or handicraft course would be valuable if there was some way to check work.
13. A mother of six children - handicapped because of complicated pregnancy had this to offer: "I think a homemaker's corner would be interesting - How to repair a leaking faucet, clean clogged plumbing lines - house-keeping shortcuts, etc. No college credit of course."

- G. The courses you took during the 1956-1959 experiment are listed. Will you please arrange them on the back of this sheet in the order of interest - worthwhileness - difficulty - etc. No names will be associated with the compilation of answers - so please feel free to add any personal experiences - criticisms - opinions - or - suggestions that might have presented themselves to you.

Because of its impressionistic nature this information was the most difficult to tabulate and not too conclusive because of the following variables:

1. Type of course
2. Place in the sequence
3. Content versus skill courses
4. Number of times courses were repeated
5. Personal scholastic previous achievements
6. Personal interests
7. Semantics in connection with connotation of terms - some students listed all the courses or two or three under each term.
8. Lack of detachment of self from grade received
9. Lack of proper directive in author's original writing of question
10. Number of students enrolled in course
11. The handicapped students fell into different categories - temporary or permanently physically handicapped and those who were considered handicapped because of distance from the school or because of their working conditions.
12. Forty-four questionnaires were returned by these students, those not answering may have had other opinions - perhaps not - if they dropped their courses.
13. Tabulation was further complicated by students adding in courses offered since the 1956-1959 experimental period under focus.

It was found that their "interest" column varied with the age, sex, previous schooling, handicap of student and whether they were shut-in or employed.

Students who had indicated an absence of some years from school or who had not formally completed high school or who had earned a General Educational Development found English to be difficult. Astronomy, mathematics and physical science were indicated as most difficult by those who had taken these courses. Most of their comments depended to a great extent on the number of courses in which they had been enrolled. The total enrollments in each course can be seen from Table V on page 24 and Tables I and II on pages and A resume of some comments made by these students follows:

Astronomy 201

- Equal enrollment of women and men - six each. All indicated this as difficult. This subject received the most criticisms. They were directed against the presentation and inclusion of extraneous material.

Some students added that they felt they had not had enough mathematics for this course.

- Accounting 101 - Some older students took it for review in preparation for going back to work.
- American Literature - Excellent in both the work assigned and lecture content. Teacher's voice was irritating to one student.
- Biology 101 - More difficult than humanities. Several enjoyed this the most.
- Business Law 211 - Most interesting to some. One student thought the teacher could infuse more personality into the course.
- English 101 - Fall '56 - not so clear - much better next quarter because they were more explicit to assignment and how to study. Some students who were older felt they did not do too well in this subject but they added they were never able to go to college...or in some cases to high school.
- English 102 - Clear and understandable - much more interesting and easier than 101.

(Several students indicated their first course as difficult - believe they adjusted to this medium after the first enrollment experience.)
- English 105 - Most useful for some.
- Humanities 201 & 202 - This course had the most enrollments and presented some problems for those who were shut-in because of the outside activities assignments. Students were required to attend an opera, view and comment on different types of architecture, etc. This bothered some students while others turned it into a challenge by collecting pictures on the subject and keeping scrapbooks. Some indicated it was most interesting because it was a springboard for other areas of art.
- Mathematics 101 - Depending on previous schooling they indicated: well presented - commented on teacher talking too rapidly in technical language for easy comprehension - or difficult.
- Mathematics 103 - Same comments as above - except one felt the book was bad...teacher assumed student knows a lot and doesn't explain each lesson very good.

- Mathematics 105 - Easier than 101 and 103 - humility of teacher helped - he made a mistake once in a while and you didn't get the idea that this was a superior being. Others commented that this course was excellently presented and well taught.
- Music 111 - Only four handicapped students enrolled. One adverse criticism directed at teacher's presentation.
- Physical Science 101 - No comments - other than interesting.
- Physical Science 102 - Difficult for the women. Divided opinions as to opinion of course being given in class or on TV. One felt it was better on TV than sitting in back of a class - others felt questions on a give and take basis might be better in class.
- Political Science 221 & 223 - Interesting - easy and worthwhile - One student added "...taught me to think differently about the ways citizens can influence the course of government and showed me the value of the individual in government... showed advantages of check and balances.
- Psychology 201 & 207 - The shut-in students could not do the "report thesis" required. This required personal contacts with other members in the community. Some indicated that it was very clear - enjoyable and most interesting. Only one thought (she didn't indicate which course) was too easy.
- Russian 101 - All students who answered questionnaires and who were enrolled in Russian felt that one semester was not enough. Those who purchased records, textbooks and workbooks felt the investment was too great for only one semester's work. On the other hand, they all indicated that they liked the fact that the teacher phoned them to read parts from the Russian book to see if their accent was acceptable. Others commented that the stores ran out of the textbooks and they had difficulty securing same and had to wait several weeks. One student told the writer that she was writing all her letters wrong until correction papers were returned. She felt each person's script writing is different and that printing might be best for TV course in this subject.
- Several intimated they liked the one teacher better than the other.
- One student - a teacher herself of French, Spanish and Italian - thought the pace was far too fast. She was

a postoperative patient and dropped her course because of the "grueling pace."

Shorthand 120

- Only women enrolled in this course. They all liked it - but one would have liked minimization of speed tests. One woman over fifty years of age indicated that she had taught Pittman in her youth and thought the entire course wonderful both objectively and subjectively.

Social Science 101 & 102 - Clear and understandable - only one thought it difficult.

Speech 141

- This course not opened to handicapped students. (Only the women at Dwight were allowed to register - the teacher visited them and heard their oral speeches - tape recordings were made by Dwight's sociologist and then sent to the College for grading.)

The criticisms about contacts with the school were noted to be more significant among those enrolled in the first year's offerings. Too many people trying to handle too many things was the reaction of some students. When they called the School they were referred to someone else while no one person saw things through from beginning to end. Comments of that nature tapered off as the College changed some of the procedures involved with these handicapped students.

The one adverse criticism most often repeated was the impersonal teacher-student relationship and its resulting lack of encouragement. Where TV teachers or Section Teachers went out of their way for these students by visiting them or making extra comments on papers great appreciation was expressed and in some cases students were encouraged to take additional courses after personal contacts with the people on the staff from the College.

Other criticisms fell into the following categories:

1. Very poor clerical work at school. Grades and records mixed up often, repetitive mailing of study guides, sometimes never mailed. Switchboard system a mess!
2. Procurement of books often difficult. Someone commented that disabled students should be able to order books BY MAIL (directly

from school) to insure proper edition, etc. This should apply on new and used books.

3. Too many forms to fill out for enrollment.
4. Out-of-city students who are not wealthy cannot afford the exorbitant tuition. One indicated: "A handicapped student often cannot go out him or herself and earn his or her own education. If this cannot be changed because of "laws"..I suggest they have a friend in the city whose address they can use.

The most recent literature from Chicago City Junior College gives evidence that many of these students' constructive suggestions have been put into effect. Other ideas projected by these handicapped students fell into the following categories:

1. Mimeographed sheets of subjects discussed in conference periods at the College should be sent to handicapped people and this would make them feel more a part of the group.
2. Students who are handicapped need a great deal of encouragement.
3. Four students mentioned that they record their lessons on their own tape recorders. This helps for review purposes and also to pick up something said by teacher while they were interrupted at listening time.
4. One student felt that recordings might be made by the College and students should be able to purchase them. In that way the parts that were not so clearly understood could be reviewed. This might be kind of expensive she thought.
5. TV courses should be more widely published in Veterans Administration Hospitals and in their magazines.
6. Articles should be printed in daily papers from time to time.
7. Limit the enrollment to one week so that the section numbers and materials (such as English paper) and the study guides can be mailed out BEFORE the classes start and not two or three weeks AFTER.
8. One section teacher who would mark nothing but handicapped papers or at least he should know who is or who isn't handicapped; not to make it easier for us, but to help us feel that he knows and would overlook some of our mistakes. (This person is cerebral palsied and made many mistakes in typing the above note.)

9. They should have made other arrangements about the proctors. The ideal arrangement will be if the section teacher would come out to the house and be the proctor. That will help us to "know" each other also.
10. Some students indicated that the pace of the course should be slowed down to two-thirds or one-half as fast.
11. Have classes on Saturday and Sundays - more rested than in the evening after a hard day's work "Learning is an event that can go on any hour of the day and any day of the week." Student who was older indicated that this was one of his particular gripes.
12. First semester of any subject given should be a review for people who have been away from academic study for a great length of time.
13. Roving library service.
14. The students who cannot use their hands indicated that it would be very helpful to find a way to help interested students who, like them, are unable to write.

Most of the arthritic, cerebral palsied, some of the polio victims and those students with muscular dystrophy have difficulty with writing. Many of them are able to use a typewriter. Those students with additional affliction of poor eyesight have special typewriters which are equipped with extra large type.

Some diseases seemed to be more prevalent with women, that is, arthritis and nervous disorders. Other distribution among the sexes shows: five of the students afflicted with poliomyelitis were men and three were women. Seven students had tuberculosis and of those students four were men and three women.

As noted on page 43, the amputees, paraplegics and quadraplegics were young people. One of these was a woman who had been a school teacher. She incurred a spinal injury as the result of an automobile accident. Of this group, she is the only one who does not leave her home. The hospital in which she was a patient did not have a rehabilitation center. The other students in this group are men who have all been treated through modern rehabilitation methods. They are now

attending college or in the case of one, a double amputee, age 41-45, he is working as a clerk. Each of their stories proves what can and is being done in this present age to overcome physical handicaps and thereby help these citizens to be contributors to society. Sample cases which follow might better show what is meant by this statement.

Case No. 1

This young person, age 20-25, had an arm and leg blown off through experimenting with a home-made bomb. He was hospitalized at the Catherine Booth Hospital* and given every opportunity to partake in rehabilitation processes. He was fitted with an artificial leg but did not obtain an arm, this was by his own choice. He is now back at the Chicago City Junior College continuing his education. All this was accomplished since August of 1958, the time of his accident.

Case No. 2

This student, a veteran, is the exception rather than the rule with the veterans who were registered in these courses. His story is one of extreme inner enthusiasm for life and the challenge it presents. He was hospitalized at Hines when he entered the program and is very interested in continuing his education. Using his own words, he said: "When I started my Engineering courses at General Motors Institute, I found that I had to spend all of my time on required subjects and I couldn't take courses just because I found them interesting. When I was hospitalized, I found T.V. courses a well suited way to take courses just because I found them interesting. The courses that I took for credit were those that I felt would add to my academic background. My goal, now that my arms and legs are

*Catherine Booth Hospital is no longer operating due to lack of funds.

paralyzed and I cannot utilize my engineering training directly, is to obtain a degree in education and teach the sciences and mathematics. I felt that T.V. College would help keep my mind alert and active during my confinement."

Through a telephone conversation with this student, who is now living in Michigan, it was learned that some 125,000 veterans in the United States come under the paraplegic category. As he said all popular diseases have some champion who gets out and gives a pitch for fund raising. This group has, therefore, recently organized under "Paralyzed Veterans of America (PVA)" and are trying to get a charter. This student is active in this organization. The President of this group is Mr. Dwight D. Guilfoill, a resident of this area. More about him in the concluding chapter of this report.

According to this student: "It is difficult for a paraplegic to get proper medical care....even in wards at Hines - when a visiting doctor comes in the doctors at Hines tell the visitor to listen to the patient and let him diagnose his own case. The patients know more about it than the doctors, the latter are still in research process for this overall complicated spinal cord injury interaction. He said no two cases are alike.

This student has a special electric portable typewriter and he is able to use it because he wears braces that stabilize his wrists. He has no biceps and nothing works below his elbow but he can manage his electric wheelchair.

Case No. 3

For ten years this student, age 20-25, has been afflicted with arthritis. So far this student has taken 12 courses at a quoted price of \$200. She is a non-resident of Chicago who lives in Minooka, Illinois. Her first courses, she felt, more or less broke her in on the TV work. She feels she has accomplished more in the courses taken since. In the fifth and sixth semesters she enrolled in two

courses each semester. Since that time she has enrolled in four courses in this past semester and is finding all of them very rewarding. One section teacher, who was also the telecast teacher, visited this student and she indicated this was very helpful. The visit made him seem more human.

Cases No. 4 and No. 5

One cardiac case was a post-operative one of a young man twenty-one years of age. He mentioned that the most difficult thing he experiences in TV course participation was attempting to watch the programs while he was in the hospital under sedation. At present he is working at a Steel Plant. This is in line with his interest to be a chemist and fits in with his past studies at the University of Chicago. At present he is earning enough money to go back to school.

The other cardiac student is the mother of two children, a daughter eight and a son three. She is bed ridden at times but she said her bed-resting has been a blessing for "I would have felt I just don't have time for schooling now because the ironing has to be done, etc., etc., and etc." She mentioned, as other students in these courses have done, that she is a nervous wreck at the time of exams. A "bum heart" she said doesn't show and, therefore, she appears normal in all respects. She referred to the Chicago Public Library's "Shut-in" service. Her literature books are sent by mail to her home from the main library. She can read them for four weeks instead of two.

Cases No. 6 and No. 7

This student has earned and been awarded his Associate in Arts degree. He has a form of neurosis. Previously he had attended Wright college before registering in TV courses. He conducts a business in his own home making phonograph records.

Another student who has been awarded her degree via these TV classes is a woman who has been suffering from a nervous breakdown for four years. She has an eight year old daughter. A therapist suggested these courses to this student.

Case No. 8

One student who is well on her way to accumulating the necessary credits for her junior college degree is a woman now thirty years of age who is a cerebral palsied victim. Information about this student was obtained from her mother and her proctor. According to them many people so afflicted often have speech and sight defects. She can't write but she has a special tape recorder with a special handle and a special bulletin typewriter (extra large type). She can't do math because she can't see the figures, I believe, on TV. This student is a non-resident of Chicago.

According to this student's proctor, who has his doctorate degree, she has a very high I.Q. She is a tremendous reader (in history - the proctor's own field - he said she has read more than he has) even though she has a sight problem. ETV gives her a reason for living. She is just as proud completing one course as his students who attend Concordia College.

According to this student, she took correspondence courses but found them "boring" in comparison to the TV courses which she felt gave more inspiration through the teacher who you can hear and feel and thereby have the feeling of another human being with you. She felt the TV teachers and the study guides give you many references.

This student has friends who are handicapped and are confined to wheelchairs. Some of them attend the University at Urbana but because of the distance between classes they have experienced difficulties. One of her friends who is cerebral palsied drives her own car, she uses a wheelchair and has braces. She can't lift

her wheelchair out of the car but she teaches musical therapy at Downey, Illinois.

Case No. 9

This student listed muscular dystrophy as his handicap. Over a two and one-half year period he accumulated 63 hours of credit, thereby earning his Associate of Arts degree. At twenty-three he demonstrated what can be done with the will to succeed. His illness he calls "nothing but a nuisance." Undaunted, he runs his own radio and television monitoring business from his home. His aspirations are to have a singing career in the theater. He has studied several languages. His television courses included Russian and he completed a correspondence course from the University of Illinois in Italian.

Case No. 10

An elderly student over 50 years of age was a patient in the "Home for Incurables" when she registered in some of the first courses offered. Her ailment was given as ankylosis from arthritis. She has been bedfast for 30 years and is under nurse's care. She felt that TV College was a boon to her. In her words: "Though I have always read and studied a little on my own TV College has given me direction and new vistas. If physical strength were equal to it, I'd go right through and graduate." According to her proctor, this woman cannot reach her face with either arm. She uses steel prongs to put on and take off her glasses. She is not able to sit up, but has a bed which has a head part that can be rolled up at a 30° angle. The following environmental handicaps encountered by this student might be comparable to the experience of others who are in institutions:

1. Attendants who wish to "attend" while she is hearing a lecture.
2. Attendants who are not sympathetic or understanding of her interest in taking courses, and therefore, are not helpful or considerate.

3. The loud radios of other patients across the corridor or down the hall, who are hard of hearing, are annoying.
4. University of Chicago is taking over this "home" and many patients were moved out to other nursing homes. Those patients not moved are worried as to what will happen to them.

The physical health of this student was impaired, probably because of worry about the future, therefore she has recently audited some of the courses instead of attempting to take them for credit. She realizes that she does not get as much from them by this means, but neither is she under the pressure and tension of tests.

These ten cases previously listed will show that there are variances present with each affliction and no two cases are the same, even within the same handicap. From the answers given on the questionnaires, the ages of these handicapped students were found to be in the following brackets:

Under 20	2 students
20-25	20 "
26-30	8 "
31-35	8 "
36-40	4 "
40-45	4 "
45-50	2 "
Over 50	6 "
Left age blank	6 "

All of the young students from the above group are enrolled in some college. Most of the young students with temporary afflictions have gone on to other colleges to complete their work while the physically handicapped for the most part are continuing to work toward their Associate in Arts Degree at the Chicago City Junior College. Three from this group have been awarded their degrees.

Most of these handicapped students have the same aspirations and high hopes of other youths of comparable age. Some of the students in the other age brackets were interested in one or two courses for review before going back to work or in

connection with their work. The oldest students were enrolled in these classes solely for self-enrichment purposes. As covered in this chapter, it is evident that TV College means different things to different people.

CHAPTER IV-A

PENAL STUDENTS

STATEVILLE AND DWIGHT TV COLLEGE PARTICIPANTS

On May 2, 1960, world attention was focused on San Quentin, California, and the execution of Caryl Chessman. On the same day the Chicago Daily Tribune ran a short article entitled: "Prison School Brings Ray of Hope to Many." This article described the scholastic activities of the inmates at Stateville Penitentiary while incarcerated. It mentioned that, in June of this year, three inmates may earn their degree of Associate in Arts thru the WTTW program.

In preparation for this report, the writer called the Superintendent of Education at Stateville prison, Mr. Harry V. Givens, to obtain some information about their participation in this program. He suggested that a personal visit be made to the prison. What follows is the result of:

1. Visit made on February 25, 1960
2. Information contained in 64 page free booklet about Stateville and book entitled: Warden Ragen of Joliet
3. Televised TV interview of Warden Ragen on May 19, 1960, before his address to the League of Women Voters
4. Correspondence with Professor Givens and his assistant Mr. Noble Baker
5. Questionnaires filled in by 30 Stateville inmates at present enrolled in accredited TV courses of Chicago Junior College.

Officials of the College had alerted Warden Ragen about the possibility of inmates participating in these courses. However, many problems had to be solved before the incarcerated men entered this program.....in the last year of the experiment.

The state law requires that the essentials of life (food, shelter and clothing) be provided for these inmates. Warden Ragen, along with other penologists in the nation, feel that these incarcerated people need:

Physical training
Work to keep mind and body active
Recreation
Entertainment
Education

Through conversation it was learned that education takes various forms at Stateville. It was the inmates who met on the playground, not too many years ago, and decided to start a grade school amongst themselves. Leopold was one of the men who gave impetus to this movement. Eventually space was provided within the building for the grade school. About seven years ago a four-year high school course was also established. With the addition two years ago of Junior College via televised courses of the Chicago City Junior College, now a man can start there without the ability to read or write and eventually, through his own efforts and rehabilitation services offered at Stateville, graduate with a two-year college degree.

The entrance to this Institution is on Route 66, a few miles north of Joliet. Stateville is a branch of the Joliet division of the Illinois State Penitentiary. They house only seasoned criminals. The purpose of their educational program is to increase the offender's social wisdom, develop his conscience, and prepare him to earn an honest living. To that end, the academic department now operates five divisions. The present approximate enrollments are:

200 in grade school
120 in high school
980 in correspondence courses
30 in university extension courses (college level)
30 in televised accredited classes

Approximately 1,500 out of a population of 4,785 (February 25, 1960, figure) are involved in academic studies. Stateville population on the aforementioned date was 3,314. In addition to the school activities mentioned above, Stateville operates 42 industries on the grounds where the men learn a trade.

To evaluate students' abilities, the school secures the results of their clinical and diagnostic tests. These, together with aptitude and placement tests upon enrollment, help to determine the student's grade level.

Before a student in the Stateville Schools can be recommended for the General Education tests, he must have earned a total of 32 credits in the following subjects:

English	6 credits	Mathematics	2 credits
History	2 credits	Science	2 credits
Civics	1 credit	Electives	19 credits

This information is secured from their school records.

The inmates may participate in correspondence courses. The men pay their own tuition for these courses. Stateville furnishes everything except the tuition. Some get a Veteran's allowance for enrollment at different Universities.

The TV College enrollees do not have to pay tuition charges. The textbooks are also furnished by Stateville. The men have a commissary on the grounds and the profit from that provides a source for paying for books. In this year \$13,027.04 was expended for 880 additional books used in televised classes. Costs average about \$44.00 for each student for one semester. The books are shelved in their own TV classroom. This is their first year in this room provided for them in the basement of cellhouse E. With the expanded interest shown in these accredited televised courses, the Warden made arrangements to have a hole cut in the floor to provide access to this basement room. After lighting, plumbing, articles of furniture, etc., had been established it was found that the acoustical resonance of the basement made it impossible to hear the telecasts. That problem was solved by the Vocational School of the institute - they devised a system of head-phone connections. Thus the TV College enrollees sit with their individual head-phones on while listening to their lessons.

The year before, when Stateville entered the TV program during the experimental period, the inmates lived and worked right in their classrooms. The Warden made arrangements for the Vocational School to combine two large cells and fit them out to accommodate the prospective students. Lighting circuits had to be modified to permit individual control of lights. In that way, no matter how late the courses were telecast, they could view the required programs without presenting a security problem.

The procedure at Stateville for TV College participation begins with the Chicago City Junior College's offerings being posted on the prison's bulletin boards. Upon application the men are competitively tested and screened both with regard to scholastic background and institutional records. They are told at the time of testing what courses they are required to take that semester. Preference is now given to those men who are and were in TV College. All or most of the men were found to be Chicago residents at the time of their conviction, so Stateville pays the flat \$10.00 matriculation fee for each of these men. They also furnish all books, records, materials and typewriters.

At present the men are housed in "E" house, the colored students on one side and the white students on the other side. With the exception of time necessarily set aside for bath, shaving, commissary visits and eating, these selected TV students can devote all their time to study.

Since there are students taking foreign languages and as they don't hear the language spoken too much, the Superintendent has adopted the policy of bringing the foreign language students to the high school, usually on Tuesday mornings, to listen to records. They have recordings of many languages and the students can thereby concentrate on grammar and pronunciation. They also have Russian records that are now keyed to the TV text. These students are usually brought over about

8:30 and stay for about an hour, listening to the records and studying their lessons together. Then they join the other TV students in their basement classroom.

A trip to the TV College room any morning, Monday through Friday, would reveal the other students sitting about unsupervised, discussing difficult features of their studies or working on assignments. They have ready access to their own library in one corner of the room. These books, encyclopedia, etc., may be taken out of the basement to the cells, but only in the afternoon after classes. They must be returned in the morning for the use of the other TV students. The men can get other texts from the State Library.

The testing is all done in the high school quarters under the supervision of Mr. Givens or his assistant. The men are given about five days to prepare themselves. Not more than one examination is ever scheduled in one day. This gives the men ample time to write the exam, collect any materials they might need from the high school and get back to the cellhouse in time to eat at their scheduled time. The completed tests are sent back to Chicago City Junior College to be graded and recorded by the section teachers.

So one can see that the men in this abnormal society - get as much as - if not more than - the other TV college students - the thirty present Stateville students have benefit of each other's knowledge and motivate each other to do their best. For instance, before going on to the story of the first year enrollees - it is interesting to note that a group got together and decided that each should choose a different topic in writing their English themes - no two wrote on the same thing - thus trying to keep each other honest.

After Warden Ragen had successfully hurdled all the negotiation and accommodation procedure problems, twenty-two men applied for entry into the first group

from Stateville to participate in televised junior college courses. All were screened competitively both with regard to scholastic background and institutional conduct records. Twelve men were selected and each registered in the same four courses - English 105, Humanities 201, Physical Science 101 and Social Science 102. Two men were dropped for disciplinary reasons. The others rated above average in their grades for the Fall 1958 semester's work. Pre-testing showed these men's IQ's to run from 149 to 73. Table XIII below shows statistics for both semesters of the last year of the experiment and the first year in which Joliet entered.

Only one additional student was admitted to the Spring 1959 semester because they were in limited quarters still living and doing their TV work in the aforementioned two-celled quarters. The registrations of these thirteen men in this semester can be seen from the following:

TABLE XIII
STATEVILLE SPRING 1959 ENROLLMENTS

1. Astronomy 201	— 10
2. Business 211	— 8
3. English 105 (kine)	— 1
4. Humanities 202 (k)	— 12
5. Mathematics 103	— 9
6. Physical Science 102 (k)	— 12
7. Psychology 207 (k)	— 0
8. Russian 101	— 9
9. Speech 141 (k)	— <u>0*</u>

Total Registrations by 13 students	— 61
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*Not available to these students

One student was eliminated from the Spring 1959 group for disciplinary reasons. Two others were paroled during the semester. One of the parolees is continuing his courses at one of the branches of the Chicago City Junior College. These students did not eard good grades in Astronomy but their overall performance

was again termed above average.

Table XIV, on the following page, shows the total enrollments for Stateville's first year of participation in televised courses. Of the twenty-five registrants in both Fall 1958 and Spring 1959 semesters, fourteen individuals were involved in some 109 total registration of courses. At the time of the writer's visit on February 25, 1960, eight men from this pilot group were still incarcerated. Besides the two men mentioned before who were paroled, one other man asked to be removed from the TV group last semester. His given reason was that he wanted to spend more time on his studies of the Bible.

Interest in junior college work continues to expand at Stateville. Last semester twenty-six men registered and this semester - Spring 1960 - there are thirty men enrolled. The writer prepared some leading questions (see Appendix B) to be used in personal interviews with the Fall 1958 and Spring 1959 enrollees. These were the last two semesters of the experiment under focus. Security regulations did not allow an interview with these men. However, a copy of the prepared questions was left at Stateville on February 25, 1960. To the surprise of the writer - not only the remaining men from the pilot group but all men enrolled in this semester's TV classes answered the questionnaire on May 2, 1960. Following is a tabulation of their comments.

Stateville Questionnaire

1. What brought about your interest in taking the courses offered by the Chicago Junior College?
3. About how much time did you spend in these preparatory studies?
_____ hours per lesson
5. In the interest of age bracketing, will you please check the one which applies to you -

Tabulation of above questions gave the following answers:

TABLE XIVSTATEVILLE STUDENTS' COURSE ENROLLMENTSFALL 1958 AND SPRING 1959 SEMESTERS

(Last Year of Experiment)

<u>Courses Offered in Fifth and Sixth Semester of Experiment</u>	<u>Enrollment Stateville Students</u>	
	<u>Fall '58</u>	<u>Spring '59</u>
1. Astronomy 201 (6)		10
2. American Literature 117 (5)	-	
3. Business Law 211 (6)		8
4. English 105 - Business Writing (5 & 6) (k)	12	1
5. Humanities 201 (5) (k)	12	
" 202 (6) (k)		12
6. Mathematics 103 - College Algebra (6)		9
7. Music 111 (5)	-	
8. Physical Science 101 (k) (5)	12	
" " 102 (k) (6)		12
9. Psychology 207 (Child Psy.) (5 & 6)	-	-
10. Russian 101 (6)		9
11. Social Science 102 (5) (k)	12	
12. Speech 141 (5 & 6) (Not available to Stateville)	-	-
Twelve students' total registrations Fall '58	48	
Thirteen students' total registrations Spring '59		61
GRAND TOTAL REGISTRATIONS FOR THEIR FIRST YEAR		109

Of the 25 Stateville registrants - 14 individuals were involved in the 109 total registrations during the last year of the experiment. It was Stateville's first year of entry in the program of televised accredited Chicago Junior College courses.

Question #1:

	#5 Age	#3 Study Time
1. Want background for more work in psy.	27	1-2 hrs.
2. Preparation for more advanced study at and above undergraduate level	40	2 "
3. It is an excellent time saving opportunity to accomplish an objective and intend to continue outside	27	1½ "
4. Because I feel that I can improve the possibilities of getting employment after my release, and to improve myself as a person - personality-wise	37	1 "
5. Because I am interested in learning - learning in general	27	1-1½ "
6. I am trying to get an education I didn't "think" I had time for on the outside and I have went (sic) from the 3rd grade to 14th since coming to prison	33	1½ "
7. To improve myself mentally	29	Almost all day
8. To continue working towards a bachelor's degree	32	1 hr.
9. Have desire to get a formal education	28	3 hrs.
10. In preparation for a chosen career	26	2 "
11. I would like a college education	27	2 "
12. I am in T.V. College because I hope to learn the value of an education so that I can pass it on to my sons	31	2 "
13. I would like to get a college education, and maybe I can stay out of prison	31	2 "
14. To further my education towards an eventual bachelor's degree	36	2 "
15. To acquire a better and fuller education	25	2 "
16. Because I feel it is the most profitable way in which I can spend my time here	31	1-2 "
17. I am in T.V. College because I want a college education	28	1-2 "
18. My social and emotional life may be bettered	25	1-1½ "
19. For benefit that additional education will give me	38	1 hr. study 3 hrs. per lesson for written work
20. To acquire more education	31	0-2 hrs.
21. Thinks there is room for improvement in my thinking	24	3 "
22. To get more education	29	Approx. 75 min. time's limited
23. To acquire an education	26	1 hr.
24. Desirous of bettering education	30	2 "
25. Don't do time, use time	29	Approx. 1 hr.
26. To obtain and enjoy the benefits of an education	33	1-2 hrs.
27. Felt that I needed higher education	22	0-2 "
28. I wanted to study Sociology in order to ascertain my individual function in the social structure	27	1 "

Question #1:	#5 <u>Age</u>	#3 <u>Study Time</u>
29. Felt it would be of tremendous value to me upon discharge	29	Approx. 2 hrs.

Question #2: Were you able to keep up with the preparatory study requirements in advance of each lecture:

Yes 24
No 4

Question #4: In your opinion, did this advance work line up well with the instructor's lecture?

Yes 25
No 3

Part of Question #6 read: Which TV course was the most interesting - the most difficult and the one from which you learned the most?

Because of the many variables involved (as noted also on page for handicapped students) nothing conclusively could be reported.

Continuing with Question #6: Do you feel the subjects were presented in a clear understandable manner?

Yes 25
No 2

Do you feel the courses offered were all suitable for presentation on TV?

Yes 15
No 13

Do you plan to continue taking courses until you receive your Associate in Arts Degree?

Yes 27
No 1

Did you attend college previous to taking the TV courses?
Six attended colleges:

1. Attended Illinois Institute of Technology - Chicago - Engineering Field
2. Commerce Courses at DePaul and English correspondence courses at University of Chicago

3. Illinois College of Commerce - Accounting toward a C.P.A.
4. University of Chicago - Correspondence - English
5. Texas Christian University
6. University of Illinois - Liberal Arts

- Question #7: What is your opinion of the pace of the TV teacher?
(8 - Too fast) (17 - About right) (1 - Too slow)
- Question #8: How would you rate the difficulty of the text materials?
(1 - Excellent) (27 - Average)
- Question #9: How much of the required reading did you complete?
(23 - Over 2/3) (4 - From 1/2 to 2/3) (1 - 1/3 or less)
- Question #10: How much supplementary reading did you do?
(2 - From 1/10 to 1/2) (26 - 1/10 or less)
- Question #11: How well can you keep up your interest in the TV lessons?
(6 - Easily) (10 - With some effort) (12 - With much effort)
- Question #12: How did you feel about the use of charts and other visual aids?
(20 - Use more) (6 - About right) (2 - Use fewer)
- Question #13: How well did the teacher anticipate and answer your questions?
(7 - Almost always) (10 - Sometimes) (11 - Seldom)
- Question #14: Did you take notes during the TV lessons?
(8 - Almost always) (15 - Sometimes) (5 - Seldom)
- Question #15: Do you feel you know the TV teacher as well as other college teachers you have had?
(2 - Yes) (26 - No)
- Question #16: In your opinion, how much do you miss not being able to participate in class discussions or to ask questions?
(20 - A great deal) (7 - A little) (1 - Not at all)
- Question #17: To what extent are you able to find answers to questions you would otherwise ask your instructor in the text, or other reading material?
(4 - Easily and usually) (6 - Part of the time)
(18 - Only with difficulty)
- Question #18: Would you recommend these TV courses to a friend?
(27 - Yes) (1 - No)
- Question #19: Please list the courses you have taken on TV and rate them:

	<u>Superior</u>	<u>Excellent</u>	<u>Average</u>	<u>Poor</u>
Algebra	1	2		
American Literature 117	3	4	2	

	<u>Superior</u>	<u>Excellent</u>	<u>Average</u>	<u>Poor</u>
American Literature 113		1	1	
American Literature		1		
Astronomy		1	1	2
Biology 101	6	2	2	
Biology	3	7		1
Biology 102	1	3	2	
Business 117		1		
Business 120			1	
Business 255		1	1	
Business 211	1		1	
Business 112			1	
English 101	2	3	3	
English 102	2	1	4	
English 105	1	1		
English		4	1	1
Humanities	4	3		
Humanities 101		2	5	
Humanities 102	1	1	2	
Humanities 201		2		
Humanities 202				
Mathematics 101	1	2	2	
*Mathematics 105	1		2	
Mathematics 105	1	1	1	
Mathematics	2	1		
Philosophy 215	3	3	3	1
Physical Science 101	2			
Physical Science 102	1	1		
Physical Science		2		
Political Science 221	3	1		
Political Science 223			1	
Political Science		2		
Reading			1	
Russian 101	1			4
Salesmanship 225	1	3	1	
Shorthand	1	2		
Social Science 102			2	
Sociology 145	6	2	3	3
Sociology 201				
Spanish 101		5	3	
Typing 117	1	4	2	
All excellent		4		
All good			1	
All superior	1			

Question #20 asked for suggestions, recommendations and personal opinions.

Their comments fell into about twelve different categories. Most were very complimentary - using the usual phrases - greatest thing - wonderful way to

further education, well organized, etc. Among the criticisms made - one felt that there were not enough business courses - some courses try to do too much. Three felt that the grading was too liberal. One urged that scholastic achievement standards be maintained at a high level with the view toward making available still more advance studies to those who successfully achieve those presently being offered. Another was very critical of the textbook used in Mathematics 103 - he felt it was very bad. The book, he said, assumes the student knows a lot - and doesn't explain each lesson very well. One other man listed Russian - Astronomy - Business English and Business Law as being poor - he felt the teachers of those classes could infuse more personality into their courses. He mentioned that Astronomy was poor because teacher seemed unable to make a point without an excess of technical data which the students were unable to grasp.

With regard to examinations - one wished that slower thinkers and readers would be given more time with exams. One requested more written assignments with most courses. Another man felt that the corrections and criticisms on the returned papers were often too vague or entirely illegible.

Two men said they did not have sufficient time for study. Most of them felt that content courses were easier than skill courses.

They were very impressed by the consideration the instructors showed by coming down to talk to them about their courses. Six urged that there be more of that - stressing the fact that more counseling was needed....like that found at other colleges.

The fact that their diploma would not show their connection with the prison impressed one of the students. One man liked best the fact that you got out of TV classes just what you put into them. One man commented that the cameraman should be more conscientious on his job and keep the easel centered on his camera! In

the opinion of the staff, if polled most men would agree with the personal opinion expressed about TV College by one man who said - "...one of the most desired assignments in the penitentiary."

CHAPTER IV-B

SPECIAL STUDENTS FROM DWIGHT WOMEN'S STATE REFORMATORY

The following story of the incarcerated women at Dwight State Reformatory, who participated in the 1956-1959 experiment of televising junior college accredited courses, was obtained through:

1. Records of the Chicago City Junior College
2. Visit to Dwight Reformatory on February 26, 1960
3. Personal conversations with Dwight staff members:
 - a. Mrs. Ruth Biedermann - Superintendent
 - b. Mr. Bernard F. Robinson - Sociologist
 - c. Mrs. Harriet Steger - Teacher and TV students' proctor
4. TV interview on March 8, 1960, with Mrs. Biedermann on WTTW.
5. Tribune articles about Dwight, March 22-27, 1959
6. Personal interviews with remaining eight students from pilot group of four semesters under focus and their answers on questionnaire.

Dwight Reformatory for Women is located about 86 miles from Chicago and about one and one-half miles north of Route 66. The edifice stands back from the road and one would suppose you were about to enter a north shore mansion of a pre-taxation age. There is a plaque on the wall just inside the front door on which is inscribed:

The realization of an idea, conceived by the women of Illinois, who, disregarding differences of race, creed, and political preference, united to materialize a vision of education and correction for women convicted of offenses against the law, and heretofore, confined in county and city jails without hope or possibility of rehabilitation.

One makes an entrance into the administration offices through beautifully hand wrought iron gates. Fresh-cut flowers were seen on a counter containing handicraft work. To the side one could clearly see an office that had all the

appearances of being placed in a large foyer.

Mr. Bernard Robinson, Dwight's sociologist, welcomed the writer and made available his records and correspondence covering the subject of their inmates' entry into the TV courses. Application to enter TV College was made in the first year of the experiment, but it was not until the second year that permission was granted through the proper channels. Some correspondence dated April 8 and 15, 1957, covered contacts made with the General Office of Public Safety at Springfield. It was evident that many negotiations on a State and City level were necessary before these first penal inmates were allowed to participate in TV College.

Dwight conducts its own diagnostic depot and it is located in the hospital on the grounds. All women are quarantined for two weeks after arrival. At that time records are established as to their physical condition, mental capacities, scholastic achievements, past activities, etc. This gives a picture of what their problems may be.

The women are then assigned to their living quarters in one of the eight houses or two halls provided on the 67 acre so-called campus. The existing facilities were adequate in 1930 when the institute was begun - but overcrowding at present by some 289 daily average attendance during February, 1960, is the present condition.

The writer was given the impression that great stress is laid on the fact that this is a correctional institution. As one staff member said - if an inmate had been previously assigned to Geneva's Correctional School and did not profit by exposure to their courses in sociology, psychology, etc. - it is not reasonable to believe that advanced work through TV courses would prove helpful.

Each woman must put in a full day's work before she participates in ETV classes. She must pay her own registration fee* and give up her recreational time, for the most part, to study and to watch these courses. Because of their full workload these students are limited to two courses via television.

Elementary and high school classes are conducted on the Reformatory grounds in the late afternoon and early evening hours. State funds are available for these classes. All penal institutions have a commissary where inmates buy small necessities. The profits from that go into the Inmates Fund. The ETV textbooks are furnished free to these TV students because they are purchased from the Inmates Fund. From these same funds a television set was purchased and earmarked for educational television.

In penal institutions they follow set classification procedures. This entry into TV College was the first systematic program whereby the women were allowed out of their cottages after eight P.M. to watch these courses on television.

The first class from Dwight entered in the third semester - Fall 1957. Records show that twenty-one students registered in this semester. Several were non-credit students. Of the seventeen credit students that enrolled in thirty-one courses, two students withdrew and one student did not receive credit because she did not mark the answers on her examination. Table XV on the following page shows the courses offered and number of Dwight students participating for credit work each semester. As will be noted, of the nine courses offered in the third semester of this experiment, the students at Dwight made the following selections:

*If arrested in Chicago they pay resident fee, if not they pay the non-resident fee.

TABLE XVCOURSES OFFERED AND NUMBER OF
DWIGHT STUDENTS PARTICIPATING

<u>Courses Offered</u>			<u>Second and Third Year of Experiment</u>				<u>Total Enrollees</u>
			<u>Fall '57</u>	<u>Spr. '58</u>	<u>Fall '58</u>	<u>Spr. '59</u>	
1. Accounting	101	3	8				8
"	102	4		6			6
2. American Lit.	117	5			2		2
3. Astronomy	201	6				0	-
4. Biology	101	143	0				-
"	102	284		0			-
5. Business Law	211	6				8	8
6. English	101	1,283	9				9
7. Humanities	201	385	5		5		10
"	202	486		5		4	9
8. Mathematics	101	283	0				-
"	103	6				2	2
"	105	384	0	0			-
9. Music	111	5			1		1
10. Phy. Science	101	385	0		0		-
"	102	486		1		0	1
11. Pol. Science	221	4		0			-
"	223	1					-
12. Psychology	201	3	7				7
"	207	586			3	4	7
13. Russian	101	6*				1	1
14. Shorthand	120	3	2				2
"	121	4		0			-
15. Soc. Science	101	1,284		10			10
"	102	285			3		3
16. Speech	141	586*	—	—	6	1	1
Total Third Sem. Reg.			31				
Total Fourth " "				22			
Total Fifth " "					20		
Total Sixth " "						20	

GRAND TOTAL REGISTRATIONS OF DWIGHT STUDENTS 93

*TV teachers visited students at Dwight

Accounting 101	-	8	students
English 101	-	9	"
Humanities 201	-	5	"
Psychology 201	-	7	"
Shorthand 120	-	<u>2</u>	"
Total student registra-			
tions - 3rd Semester		31	

Fourteen of the seventeen credit students signed up for two courses and one student signed up for three. The following withdrawals were made:

Accounting	-	3	students
English	-	2	"

Thus from 31 course selections - five courses were dropped.

Spring 1958 (15 students registered - 22 courses selected)

Nine courses were offered in the fourth semester, three of them were kin-scoped repeats in Biology 102, English 102 and Social Science 101. As will be seen from Table XV on the previous page, the students from Dwight enrolled in:

Accounting 102	-	6
Humanities 202	-	5
Physical Science 102	-	1
Social Science 101	-	<u>10</u>
Total registrations		22

Nine students enrolled in one course, five in two courses and one in three courses. Twelve of these students were re-enrollees from Fall 1957 and three were new students. Records did not show how many were enrolled for non-credit work.

During this semester one student withdrew from Business 102 and one did not take final examination in Social Science 101.

Fall 1958 (11 students - 20 course registrations)

The following selections were made by the Dwight students of the eight courses offered in the fifth semester:

American Literature 117	2
Humanities 201 (k)	5
Music 111	1
Psychology 207	3
Social Science 102 (k)	3
Speech 141	<u>6</u>
Total registrations	20

The median age of these Fall 1958 students was found to be 27.1. Nine students enrolled in two courses each and two students selected only one subject. One student withdrew from American Literature 117. The others earned the following grades:

A	-	None
B	-	2
C	-	8
D	-	6
F	-	1
R	-	2

Spring 1959 (13 students - registration by courses = 20)

This was the last year of the experiment and from the nine courses offered - the following selections were made by Dwight students:

Business 211	8
Humanities 202 (k)	4
Mathematics 103	2
Psychology 207 (k)	4
Russian 101*	1
Speech 141 (k)	<u>1</u>
Total registrations	20

One student withdrew and it was Business 211 that she dropped. There were three new students - eight re-enrollees from Fall 1958 and only one who had been in all four semesters that Dwight participated. Of the Dwight students, she was the only one who had accumulated credit for seven courses during the 1956-1959 experimental period.

*TV teacher visited Dwight.

A summary of total registration of courses during the first two years of Dwight's participation shows:

Fall 1957	- 31
Spring 1958	- 22
Fall 1958	- 20
Spring 1959	- <u>20</u>
Total registration of courses	93

Total credit registrants involved by semesters were:

Fall 1957	- 17
Spring 1958	- 15
Fall 1958	- 11
Spring 1959	- <u>13</u>

Total registrants 56

A breakdown of the 56 figure showed that a total of 28 individuals were involved in Dwight's first two year period of participation in ETV. On February 26, 1960, when the writer visited Dwight - eight of the twenty-eight women were still serving out their terms. Through personal interviews and the answers they filled in on the questionnaire, the following information was obtained.

Case No. 1

This appeared to be the most pathetic case. She listed her age between 26-30. Mother of two children - ages eight and nine. They are living with the inmate's mother. This student had some college work before incarceration. She did nursing in a hospital. Her crime was abortion. At Dwight she works in the beauty shop. During the four semesters she enrolled and received credit for seven courses. She tied all her courses together very well. She thought that General Psychology and Social Science worked well together. Having had Bookkeeping in high school, she thought Accounting was a different presentation of the same thing. To her Business 102 (second semester of Accounting) was repetitious. Business Law taught her what would hold a person to a contract and void their contracts under certain

conditions. She took Child Psychology because she wanted the experience. Handicapped and institutionalized people have trouble doing some of the assignments, in this case of interviewing children. She said she intends to do the uncompleted assignment because she is interested. General Psychology she thought did not have too much reading - only three papers and then discussed on TV. She purchased the textbook used in General Psychology for herself. Social Science - the instructor was interested in program and because he called in other people on the program this student felt that it came out interestingly very explicit and gave two different views. Her impression was that all courses were very enjoyable. Her reason for taking the courses was given as self-improvement.

Case No. 2

This person was found to be 28 years old. She had been at Dwight for over six years. She felt she couldn't force herself. Her registrations were:

Fall 1957 - Accounting 101
 - English (did not complete)
 Spring 1958 - Social Science 101
 Fall 1958 - Did not register in any courses
 Spring 1959 - Business 211

She felt she needed a rest in between Spring '58 and Spring '59 classes. Pressure and tension was stressed and because she had to share books, didn't receive answers that she sent in - she appeared to be negative about her present condition - but hopes to go to school when she gets out. Believe her penalty was due to "being accessory to the crime."

Case No. 3

In Fall 1957 this person (20-25) registered for Accounting - but withdrew. She said she had too much time on her hands and couldn't study. In the second semester she mentioned that she was talked into taking Social Science 101 and liked it but did not register for other courses in following two semesters. She

did not attend college before TV work. Her comments about the English teacher (Fall '57) were that it was too fast - too low - not considerate of people listening to him. Accounting - she thought that teacher talked just like he was in class with you. The substitute she felt was terrible. Having been at Dwight for eight years she is looking forward to being paroled in June. (One of the people on the staff mentioned that this person was very spoiled and did not adapt herself to the TV program. She had been lavished with gifts from home - an automobile was given to her upon graduation from high school. On the other hand it was pointed out - that most of the inmates become jittery and nervous as the time of their parole approaches.)

Case No. 4

In the last semester this student enrolled in Business 211 and Mathematics 103. She dropped the latter...and said she did not get started correctly and did not have enough background for that course. If she was not so busy with other courses given at Dwight, she felt she could have brought herself up by review. (As it was in Fall '59 she was taking Bookkeeping from one to two in the afternoon and from six to eight she had Shorthand and Typing - all given at Dwight - free of charge. At the same time she was trying to take Reading from TV.) Her comments about Mathematics 103 "...went too fast - everything came out of the book - did not cover anything else - I could look at book for that - sipped through course - rushed." This student was colored. Her reactions to Mathematics showed the same trend of other women who found it too difficult and had to drop, to the writer's way of thinking, because they did not have the proper background. Her age bracket was 20-25.

Case No. 5

This 30 year old colored person appeared to be most efficient. She registered

in Spring 1958 for Social Science 101 - just to pass the time. It gave her something to do - she said she went into it not understanding too much - bored - didn't know how she would do it and how she should study - but ended up in other courses for self-improvement and to create a better atmosphere. Most other handicapped and institutionalized students remarked that at first it was all so strange but after the first hurdle they planned, as she did, to take courses that would be beneficial.

In Fall 1958 she enrolled in Psychology 207 and liked that the best. At the same time she took Speech 141 and that took her back to her childhood. When her grandfather took her to churches it seemed something natural to get up and talk - then later on in life she found there were a lot of frustrations to making speeches. Business Law 211 was her one course selected in Spring 1959. She mentioned that the students are not restricted in the course they might want to select. She attributed her motivation to Mr. Robinson and to the Congregational Church. She had received her high school diploma through GED.

Case No. 6

When this student was confined to Dwight in February, 1956, she had completed most of her high school work but she did receive her GED while at Dwight. She entered the TV College in Fall 1958 with registration in Humanities 201 and Speech 141. She liked the last mentioned best because it gave her confidence. She mentioned that she took the Dale Carnegie Course offered at Dwight while she was enrolled in TV work. That together with Speech, she felt, did a great deal to draw her out of herself.

In Spring 1959 she signed up for Humanities 202 and Psychology 207. According to her statements - Humanities 201 taught her to appreciate finer things - the second semester she did not get too much from it. She liked the part about

architecture but did not care for the teacher. "He didn't seem too interested in what he was doing" and using her words the spark did not take hold on her. Psychology 207 she rated as "neutral" because she was not too interested in children - she thought it would go on to adult life.

In Fall 1959 (not in experiment) she took Philosophy and Reading. The Philosophy she felt did the most to help her understand herself. She hopes to continue to get her Associate in Arts degree. But in anticipation of being released almost immediately, she did not sign up again for TV work but rather is taking Typing and Shorthand from six to eight at Dwight - in anticipation of job upon release. Her age was given as 33.

Case No. 7

According to Mrs. Biedermann this was the most unusual case. Before entering TV College she was ill all the time - now she can't do enough. Her age bracket was shown to be 26-30. She registered in Humanities 201 and Psychology 207 in Fall 1958. Plus that she was taking other courses at Dwight - Shorthand - Business Law - Typing and Dale Carnegie course. She overloaded herself the first semester and found it more difficult perhaps it was her first - just about the time she was beginning to understand they would go on to something else. Believe she meant in Humanities 201 - she didn't do preparatory work until after lectures and couldn't catch up. Knowing that she worked eight hours on a high-powered machine - one wonders how she could do it all. She liked Humanities 201 and was attracted to it because of the visual arts - she plans on taking an art course - developed interest for it while in Tuberculosis Sanatorium for nine years. She averaged a "B" in both semesters - actually being present in classrooms and to go to institutions - museums - listen to music from time to time - made her feel she would get more out of such a course if she could have taken it in person.

While she was in Sanatorium she was interested in music - at the time it was boring being exposed to classroom music - didn't like it then - some of it must have rubbed over. She mentioned that she has never seen an opera but likes overtures - operas, etc. Fell in love with the legend of Dr. Faust - Humanities helped her to understand operas.

In Spring 1958 this student enrolled in Humanities 202 and Business 211 - Business Law. According to her she just finished taking the latter on high school level there at Dwight. Had it only for one semester. The teacher she felt was repeating what she had in high school but at Dwight she averaged an "A" and only a "C" in TV course.

She continued to take courses and found Spanish not too difficult. Sociology teacher she felt was the most unique. "So sincere in his teaching that there was no way you could go to sleep - all intentions of going away - but he would bring you back to the class."

This student suggested that more group conferences be held between the TV teacher and the students at Dwight.

Case No. 8

This student's age, over 50, was the exception rather than the rule with the enrollees from Dwight. Because this person lived in Oak Park at the time of her crime, she had to pay the non-resident fee of \$14.06 per semester hour of credit plus the general service fee paid by all students of \$5.00 for up to 8 semester hours and \$10 for 9 or more semester hours. (Total cost in this case for Business 101 - Accounting - was \$47.18.) In questioning why she did not take credit for participation in Accounting 101, she explained that she taught Bookkeeping at Dwight and was interested in seeing how someone else taught it. She felt the TV course in Accounting was well presented. She commented that the inmates she

teaches have a struggle - have to be able to ask questions - go over and over on the board - she thought they could not grasp it in half hour class on TV.

According to her the incarcerated women at Dwight have to put in a full day's work assignment either in farm, hospital, store, fancy work, drapes, industry, etc. Their schedule is:

6:30	Arise
7:00	Breakfast
7:45	Leave for work assignment - work until
11:45	Lunch - go back to work at
1:00	Work until 3:50 or split shift if in elementary school*
3:50	Time for washing clothes, other personal chores
5:00	Supper
6:00-8:00	High School classes with Mrs. Steger
9:30	Lights out

Thus the story of Dwight comes to a close for this report. Mrs. Ruth Biedermann, their Superintendent, said that TV has given a real sense of achievement to her women. The whole educational program has been enhanced because the other girls are shown the books and see them studying. The latter has become the fashion - before that they laughed and scoffed and called those who studied squares - now those without GED's are busy getting their credits in the high school on the grounds.

As we have seen in this chapter the story of the enrollees from both penal institutions is not the same for many reasons. The populations are so different:

Dwight	289 (Daily average for February, 1960)
Stateville ...	3,314 (Whole prison 4,785) (Feb. 25, 1960)

Most of the women at Dwight had to earn their high school diploma through GED process. They must pay their own registration fees and give up their recreational

*Mrs. Steger comes from Odell, Illinois, each day and teaches elementary classes from 1:00 until 4:00 o'clock and again from 6:00 until 8:00 she conducts some of the high school classes. Additional teachers are brought in from time to time for special subjects.

time to study. Because they are required to put in a full day's work assignment before participating in TV College courses, they are limited to registration in only two courses.

The convicts at Stateville have registered each in four, five and six courses at one time. Some of these men had attended colleges previous to entering TV College. Their IQ's ranked from 149 to 73 during the three-year experimental period. They not only receive their TV education free but they have no other work assignment. They devote all their time exclusively to studying for their TV courses. They have every convenience put at their disposal. These men were among those earning the highest grades. From this pilot group, three men have been awarded their junior college degrees by Dean Peter Masiko on June 24, 1960, at Stateville. Warden Joseph Ragen said they were the first men to receive such degrees within prison walls and via televised classes.

The Chicago Daily Tribune printed articles about the convicts enrolled in these WTTW televised classes. The following excerpts are from the aforementioned articles dated May 2, 1960, and June 19, 1960, and are about the three graduates:

Ernest Cornes, 29 years of age, took 59 of the 60 hours required for the two year degree via WTTW. He went to Stateville from Cook County in February, 1954, to serve four consecutive sentences. One, for rape, is for 75 years. Three, for armed robbery, and for 10 years to life each.

Philip George Gianopulos is 31 years of age and is on a life sentence for habitual burglary. He earned all his credits through TV College. Besides his WTTW classes he is taking English and Mathematics through correspondence from the University of Chicago. He is getting A's. He is also working on an Economics course from the University of Minnesota.

The third graduate is Malcolm Matheson, 36 years of age, who earned 42 of his degree hours on the television hookup. He has also earned 21 hours from the University of Illinois through correspondence courses. His grades were: seven A's and a B. Before Stateville, he had earned 36 college credits at a university in Chicago. He too is serving three sentences. He arrived at prison in April, 1949, is working out two sentences on assault to rob at one to 14 years and a 35-year rape conviction, sentences to be served consecutively.

The aim of the Chicago City Junior College in this experiment was to discover how television could broaden the service in its own geographical area. One of its discoveries was the resultant inclusion of these incarcerated citizens. All of this was made possible by the joint efforts of many different groups in our society all working together with the opportunity afforded by television to bring the college into the abode of the citizens of Chicago.....even though they may be penalized.

CHAPTER V

PROCTORS AND SECTION TEACHERS

As homebound and institutionalized enrollees in the televised accredited courses were not able to attend the examination sessions at the Chicago City Junior College, a system was developed whereby the students could take the tests away from the school. Each student was asked to name a reliable person, preferably of professional stature, who could and would administer in person the mid-term and final examinations. The selected individual was known as a "proctor."

The mid-term and final examinations were sent to the proctors by the Chicago City Junior College. The completed tests were returned to Wright Branch of the College. The special "section teachers" assigned to these students corrected and recorded their grades.

The students in penal institutions and hospitals had no choice of proctor. A person on the staff at each institution involved gave the tests during their regular line of duty. The other proctors, with the exception of one, indicated on their questionnaires that they gave their time on a philanthropic basis.

The Fall 1956 list from the college did not show the proctors. However, the other five semesters lists showed that more than 75 proctors gave the examinations at various times to some 141 handicapped and special students enrolled in approximately 518 courses during the 1956-1959 three-year experimental period. About thirty-one proctors listed were bedside, elementary, high school, hospital and music teachers. The remainder were in the following occupations:

- Chiropractor
- Clergy (Ministers - Priest - Rabbi)
- Counselors (Guidance and Vocational)
- Doctors (M.D. and Ph. D.)
- Registered Nurses

Librarian
 Principals
 Social Workers
 Sociologist (Dr. Robinson at Dwight)
 Professor (Mr. Givens at Joliet)
 Therapists (Educational and Occupational)

A list below and on the following page shows the institutions with which these dedicated professional people are associated. It was deemed advisable to send questionnaires to all the proctors and to some section teachers. The purpose of the proctor questionnaire was to find their opinion on:

1. How valuable the course was to the student (and to the proctor)
2. How the mechanics of test administration worked out

The section teacher questionnaire was sent only to those teachers at the College who had corrected and recorded the last year's - Spring 1959 - enrollees' work from these handicapped and special groups. This was done to learn something of this kind of student's success in class work (or "homework") and of the special problems which arise from his extraordinary position.

Telephone conversations were held with about twenty of these proctors and questionnaires were sent to the balance. Thirty-six questionnaires were filled in and returned to the writer by these proctors. Personal interviews were had with the proctors at Dwight Reformatory for Women and the Illinois State Penitentiary - Joliet-Stateville Branch.

PERSONNEL FROM THE FOLLOWING INSTITUTIONS
SERVED AS PROCTORS

American Hospital
 Calumet City Public Library
 Catherine Booth Hospital
 Catholic Service Bureau - Gary, Indiana
 Chase School
 Chicago Park District
 Chicago Parental School
 Christopher School
 Cleveland School - Skokie

Concordia Teachers College (Lutheran)
 Dwight State Reformatory for Women
 Eugene Field School - Evanston
 Evergreen Park High School
 Hertzfel Elementary School
 Highland Park High School
 Highland School and Home Association (Highland, Indiana)
 Illinois Association for the Crippled (Easter Seal)
 (Chicago Metropolitan Unit)
 Illinois State Penitentiary - Joliet-Stateville Branch
 Island Lake School
 Kelly High School
 Lane Technical School
 Loyola University
 Methodist Church
 Municipal Tuberculosis Sanatorium
 National College of Education - Evanston
 O'Keeffe School
 Orthopedic Clinic School
 Research Veterans Hospital
 Rogers School
 Rosary College
 St. Casimir Order of Nuns
 St. Ferdinand Parish - B.V.M. Nuns
 St. Joseph School of Nursing
 St. Pius Parish - B.V.M. Nuns
 St. Vincent's Orphanage
 Schurz High School
 Spaulding School
 Temple Judea - Skokie
 University of Chicago - Department of Physiology
 University of Illinois - College of Education - Med. Soc. Work
 Veterans Hospital - Hines, Illinois
 Washington High School - East Chicago
 Wesley Memorial Hospital - Bedside Teacher Division

Analysis of Proctor Questionnaires

The first question asked on the questionnaire was: How did you happen to become a proctor? Eleven answers showed - request of student; five listed - a friend; past teacher of student showed a tally of six (one was a Sunday School teacher and the others indicated their association with Spaulding School); three were the students' hospital teacher; one person said she was the librarian in a town of 23,000 and was asked by man involved to be his proctor; member of same church; occupational therapist; neighbor; pastor of student; principal; and two

indicated they were physicians on case, thus it became their self-assigned task to give the mid-term and final examinations to these handicapped students.

Question No. 2 - Did you give your time on a philanthropic basis? Yes was indicated for 35 proctors. One other proctor indicated that he did not intend to charge for his service - but the student did pay occasionally voluntarily. (Through telephone conversation the writer learned that this last mentioned proctor was a grammar school teacher with eight children.)

In No. 3 the question read: How did you first learn of these televised credit courses? Their answers fell into the following categories:

From student	13
WTTW	12
Newspaper Ads	8
Board of Education Publicity	5
Through Teachers College	1
Discussion among friends	2

Twenty-six of the proctors indicated, in Question No. 4, that they felt these courses were very valuable and extremely rewarding for the student. Other comments were:

Filled gap after high school	1
Adjustment to confinement and future credit work	1
Added outside interest	1
Mental recreation and stimulation	3
Busy work	1
Service of accomplishment and confidence	1
Frustrated boy and these courses keep up morale	1
Student only carried courses for a short time	2

To elicit information about how rewarding the experience was for the proctor was the purpose of Question No. 5. Twenty-two said it was a rewarding experience for them. Personal satisfaction for helping one in need was indicated by three. One person commented: In line of duty. Three answered - some. One person answered interesting, while another wrote "neutral." Money was inserted by one proctor. Four proctors indicated: not rewarding. One person felt it was

a great aid for future in teaching.

Most of the answers to: Have you any suggestions on how additional handicapped people above high school level can be reached and informed of the existing public college service? fell into categories already used by the College. The majority felt that more publicity through radio, newspapers, TV, social service workers, doctors, hospitals, clinics and medical societies would be helpful. Other suggestions read:

Fliers through Visiting Nurses Association
 Chicago Health Department Nurses
 Social Service Department of Hospitals
 State - County and City Welfare Agencies
 Departments of Special Education - Chicago School System
 (before handicapped children graduate - so they can make plans for their future)
 Social Agencies
 Chronic Disease Institutions and Nursing Homes
 Parent Groups
 Direct mail using Foundation and Societies for Handicapped lists
 Promotional displays in public libraries
 Churches - through ministers and pastors -
 (they should be on the look-out for those needing this)
 Ten proctors: No suggestions

TESTING
 No. 8

There were eight sections to the testing questions.

- a. Did you experience any difficulties with mechanics of test administration?
 If so - in what way -

Twenty-seven proctors indicated that they had experienced no difficulties.

The others commented as follows:

1. Often times - depends on the handicap
2. Instructions - vague - hazy and misleading
3. Obtaining special IBM lead - recommended
4. Student did not like to accept regulations and time limits
5. Yes - spastic - speech difficult - dictated answers - proctor wrote them in.
6. Helpless boy and could not work for long period
7. Russian alphabet similar to ours - student felt it difficult to read exam - mimeographing poor

b. What was your opinion of the test - time and contentwise?

Most of the proctors felt that the time was adequate and fair. Content gave wide sampling - was complete - fair - well constructed. One proctor commented that once some material was included in test that was not stressed in course presentation. (Proctor did not indicate whether this was the student's opinion or that of the answerer.) Five did not answer this question, their students may not have stayed with the course until test time. The additional comments were:

1. Better if face-to-face
2. Should have short answers of objective type
3. Too lengthy and confusing
4. Students should be able to express self - cannot do that with machine-type tests
5. Some good - some poor
6. Leaned toward lenient
7. Special handicaps demand more time - like arm paralysis

c. How was the test administered?

1. Did you personally always stay with the student through the entire time of test?

Yes	28
Most of the time	1
No	5

2. Did you sometimes give the examination to someone else to test the student? If so - to whom:

No	24
Mother	2
Student's husband	1
Occasionally	1
Did not answer	4

3. Or - was the test ever left with the student and then picked up at a later time:

No	21
Yes	5
No Answer	5

(One boy hopelessly crippled - able to work for only a short time)
(Only when testing was due to last 4-6 hours)

d. How much time did you spend in giving the test?

The answers on this question varied in all directions:

Do not recall	4
Allotted time	11
Difficult to evaluate	1
1½ mid-term - 3 hours for final	1
2 hours final and time before and after	2
1 hour	4
Little over 1 hour	1
Fifteen hours per semester	1
Two to three hours	1
1½-2 hours	4
Approximately two hours	1
20" more than time allotted	1
Boy did not have long to live - took liberties	1

e. Was there an appreciable variance on test-time by courses - if you gave more than one test?

The answers fell into the following:

Do not recall	5
Not a great deal	4
Yes	5
Mathematics took longest	1
Occasionally	
Most were 60"	
No	10
Very much so	1
Some	1
All 50" and two hours - except for some reading tests	

f. Did you experience any special problems due to student's particular kind of handicap - or - home situation?

(If more time were available to the writer she would have preferred interviewing some of these more handicapped students to see for herself the extent of immobility.)

The majority (20 proctors) indicated they had no special problems. However - those six who had to write out the answers from oral recitation of the handicapped student - commented about it. Computation problems were indicated by one to be impossible because of this oral participation in answering questions. Others wrote in the following:

1. Student exhausted - also upset
2. Speech made a problem (when proctor had to write in answers)
3. Father made mechanical aids to fit her needs

4. Hectic home situation (2) difficult to find quiet time
5. Difficult to get student to take test because of physical condition - had to stop examination and continue later.
6. Turning pages - reference to other sources.

- g. How do you feel about handicapped students taking the same tests as other students?

The answers were found to coincide with the affliction of their students. Throughout contact with students and proctors there ran the repeated theme "classified enough by disability" and "no difference because it is a mental process." Eight proctors indicated the latter and that figure added to the other "tests should be uniform" the total came to eighteen in favor of handicapped students taking the same tests as other students. Categorizing the other answers we find:

Depends on handicap - more time needed in some cases	1
Some adjustment needed	10
Should be brief	1
Fair - if they wish to compete	1
With physical help as needed	2
No problem	3
Treated like normal people is of prime importance	1
Motor handicaps should not have strict time limit	1

- h. Can you see any faults in the way the examinations are handled - if so please comment and feel free to give constructive criticisms and suggestions -

Under answers of: Runs smoothly	
No faults	
No criticisms	16
Difficulty encountered in recording properly and receipt of final grades	1
Obtaining proctor difficult	1
Sent examination too late - inquiries not always answered and left student with the feeling of being left out	1
Dates they are sent - no notice	1
Faint diagrams	1
Individual difference should be taken into account when administering test	1
Definition of "handicapped student" is quite general - my student in general after the first test was normal in all respects and just used the title to her advantage	1
No comment	7
Against standardized objective tests	3

Questions six and ten were somewhat related, hence the comments are recorded together. Number six asked for personal opinion of these televised Junior College

credit courses and the last question asked for additional comments that the proctor felt would be helpful as background information. Summarization of their answers to both questions placed their comments in the following categories:

Complimentary	29
Divided opinions	6
Fill a need	5
Never watch - so couldn't comment	3
Shortcomings	10
Suggestions	5

Complimentary

1. Private secretary - "...best thing on television, not only for shut-ins and the handicapped but for all of us who seek knowledge."
2. College Guidance Counselor - "...Excellent - Student had polio - now has movement only from elbow down to fingers in left hand and slight movement in right - she had to learn to write with her left hand."
3. High School teacher - "They're great - In my particular case the student's handicap was of such a nature it did not handicap her in taking of the test and I was able to follow closely the testing instructions. Of course a strict time limit could not be imposed on students with motor handicaps that would interfere with test taking."
4. "These courses give handicapped young people an opportunity to continue to learn and keep the doors open to the world beyond their homes. The student dropped, I think, because of problem of illness in the family. If he could have picked up these courses the next semester or so by having the courses repeated perhaps he would have continued."
5. "They cannot replace actual classroom participation but they are very good for these students who cannot travel. Student has since entered Eureka College - she used these TV classes as a preparation for real college study."
6. Magnificent! - "Because of the boy's physical condition and the fact that he was anxious to take the courses in spite of such a handicap, I felt compelled to make the allowances I took liberties with. His enthusiasm for the courses was heartrendering." (Footnote: "After waiting for some time I saw that it would take hours. The mother told me that he was getting increasingly feeble and would not live or recover. He died last spring or early fall - I forget the exact date. The boy was hopelessly crippled and unable to sit up - he typed his answers - and was unable to work for but a short time.")
7. "I think the courses are excellent - great potential to students who cannot afford college or are housebound. All I can say is that my initial reactions with materials I handled are one of admiration, interest and gratitude that

Chicago sees the need for this work." (Student has had arthritis for nine years - over 50 years of age.)

8. "Stimulating for the handicapped. Student was very interested in courses, worked hard but was disappointed in his grades - doctor advised no more courses because of student's condition and the emotional affects resulting from studying and getting too excited over the tests."
9. Proctor was a friend of student. The student was over fifty years of age and was an inmate in "Home for Incurables." "As a time-to-time observer and from what I have seen of the work that has come to the student and what she has done in them, they seem very good; very well presented and helpful to the student in work done on papers that are submitted. Student has been particularly appreciative of the helpful comments of instructors. Too, I have noticed a kindly attitude which means so very much to her, for she works under many handicaps."
10. "I feel that it can be abused, but it is grand for those unable to attend because of sickness or physical handicaps." Pastor's comment - this student dropped because of outside activities.
11. "Yes - the state should work through their welfare groups to help others find the use of TV College. Also, the church could be of great value in helping handicapped to find the college. All ministers and educators should be on the look-out for those needing this." Proctor administered about 14 tests.
12. "Student only interested in public accounting - at the time they discontinued the courses. I personally felt that they have a very fine place in our educational programs." (Chiropractor)
13. "Seems sound - Insofar as the student was a mother of five, she was only handicapped in a time and travel sense." (Student wrote that it was a complicated pregnancy.)
14. "I personally feel your T.V. courses are much superior to those I had in college." (Methodist minister)
15. "Varies with the instructor from excellent to fair. I know first-hand how happy my student felt because the T.V. courses were made available to him. This program of T.V. courses for the handicapped is money well spent." (Student had muscular dystrophy)
16. "It was valuable in that she was able to forget herself and her pain to a certain extent (confinement in the house would have been unbearable) - rewarding as she enjoyed the knowledge she received."
17. Physical therapist at Catherine Booth Hospital (closed since because of lack of funds) - She felt they were very helpful - student was an intelligent boy who had built a home-made bomb - lost arm - leg and finger - came to their hospital for rehabilitation. He got a new leg - young strong man - didn't

want any artificial arm. (Now back at one of the Chicago City Junior College branches continuing his education.)

18. "Excellent" - Counseling - directed toward earning a living - economic efficiency."
19. "Good for people unable to attend school any other way."
20. "I think it is a wonderful idea - they are good therapy for the physically handicapped. Student was an exceptional student, very keen mentally and with a great driving force and ambition. Her family was most cooperative - her mother was a very excellent typist and would do any typing necessary. They, I believe, also had a tape recorder which would play back the lessons (I'm not sure)." (This student was between 20-25 years of age - a polio victim for four and one-half years. She graduated from Senn High School through home instruction augmented by telephone hook-up. She finished the tenth highest in the class.) (Proctor had moved to California and wrote to the author from there.)
21. "Personal opinion - very high."
22. "I have always felt and still do that T.V. College is a great step forward toward bringing education into the home. I watch these classes myself although I have never formally registered. I believe adults (esp. parents) need to have closer contact with school and this is a perfect way."
23. Rabbi - "Channel to the outside - encouraged one of his flock to use it - tremendous aptitude for learning - not in her makeup to pursue it to the end at that time."
24. "ETV gives his student a reason for living - just as proud completing as any other group of students. Convinced through working with ETV student that this (Chicago City Junior TV College) is not only a school in name but she is getting a real education - bonified courses - learning materials and understanding equal to what they have there." (Referred to the Teachers' College where proctor taught.)

Proctor couldn't understand the different non-paying policy for suburbs - if they are trying to be a service educating facility.

Divided Opinions

1. "Generally, excellent, but specific courses do not lend themselves to that media and vis-a-vis teaching is needed.On the basis of my limited experience with one program, it was generally adequate. Some difficulty was experienced in the recording (properly) and receipt of final grades." (Proctor is a psychologist.)
2. "They were excellent for a selected group of persons, but not for the general public."

3. "I didn't read the examinations, or see the books. I have watched a few TV sessions and thought they were interesting, but the instructors' personalities don't come across, as they do in a classroom. ..."I recall that the school was extremely slow in reporting the grades. In fact, I believe some of the grades never came. Perhaps there was some unfinished work about which I did not know." (Reference Librarian)
4. "As an experiment in adult education, I think they are commendable; the absence of opportunity for group or student-teacher discussion makes me question the relative value of accrediting them.In the past semester, this student took two courses. One of the teachers apparently attempted to compensate as much as possible for the lack of direct contact by writing comments on papers submitted and by explaining to student the basis for grades given (e.g., the numbers and letter-grade for tests, and the averaging of test - and assignment-grades in the final mark). This teacher even visited the student, who was unable to come to the school. The student's reaction to this approach, in contrast to the more distant approach of the teacher of the other course, was marked; there was considerably more investment of time and effort, more marked improvement, and more satisfaction in the improvement in the course where there was this relatively small amount of personal interest shown. Motivation will come from positive identification with the teacher." (Social Service Worker)
5. Nun - She felt there must be a demanding force behind student for motivation. For example, a person who needs the credit for his line of work in teaching rather than a young person just trying to get a little education. As she said, a young person may give in to friends' requests to do something more interesting on the evening of the broadcast - not enough magnetism for young person....calls for self-discipline.
6. Proctor with Ph. D. - Watched a few times - Prefers classroom atmosphere - student did not take examination - but for handicapped people she felt it met a need. (Student in this case had measles and kept up with class at Roosevelt College by enrolling in Russian - finished course at her school.)

It was most interesting to note that only one proctor made a suggestion that:

"I feel proctors should be compensated financially for the time spent in administering the tests, probably by the Board of Education." She felt that the program was quite good on the whole. "Sometimes the student cannot keep up with the Professor but this is rare."

Another proctor felt that the courses were good for people unable to attend school any other way but:

"I think some means of checking on handicapped status would be of extreme benefit in continuing an adequate program."

Under another question this proctor indicated:

"I think the definition "handicapped student" is quite general - my student, in particular, after the first test was normal in all respects and just used the title to her advantage."

The third proctor to give a suggestion - had this to say:

"I feel that it can be abused, but it is grand for those unable to attend because of sickness or physical handicaps. ...The proctor should receive a report of her grades and an evaluation of her progress so to bring him into a closer understanding of the total scope of her activities within the college. There should be no extra charges for out-of-Chicago students. All within TV range should have the same fees, and there should be help for the handicapped who are willing to help themselves and contribute to society."

Among those indicating that they never viewed the televised courses - most of them agree with the following -

"I have never viewed a class. Those who have are very enthusiastic."

This proctor was a nun who taught chemistry. She added this about her student:

"She has been an invalid since 1945. She has a very fine mind but it is difficult to keep it active when she has so little contact with other people or so little energy for reading or study. The televised course offered something to look forward to each day. Something definite to do. However, the student became so ill that she had to be taken to Hinsdale T.B. Sanatorium and was unable to complete the course."

The proctor listed for the Municipal Tuberculosis Sanatorium is no longer with them, but some insight into their problems were understood after talking with two different personnel at the institute. The patients are allowed to bring in their own television sets. In the larger wards there are several TV sets owned by the institute. There are approximately twelve beds on each side of their cottages and they have at least one TV at each side.

Many special factors seem to be involved with these students who have tuberculosis. The writer wondered why the drop-outs were so great and why more did not register. The following may be some of the reasons:

1. Novelty effect carried the students for a while.

2. Treatment time probably interfered with their training through TV program.
3. Prestige factor (at first) certain amount did exist.
4. Beyond No. 3 - their educational level - not too many motivated - population groups generally from lower socio-economic groups.

No one has ever made a study by following through in each case - but it was very evident with the few questionnaires returned from these students that their spelling, means of expressing themselves, etc., indicated inadequate scholastic achievement for college work.

The physical therapist at Hines Veterans Hospital was the proctor at that institution. Through a telephone conversation with her it was found that the governing personnel at Hines are very strict about proper channeling of requests. Consequently a phone call was made to the proper person and a follow-up letter was sent containing the formal request. No reply has been received during the past two-month duration.

On the other hand, Dr. Louis B. Newman, Chief of Physical Medicine and Rehabilitation at Veterans Administration's Research Hospital in Chicago, has been most cooperative. He very generously sent copies of reprints on articles which he has had published in leading medical journals. These articles had projected some of the new findings for various diseases and the new assistive devices that are available to physically handicapped people to help them lead more productive and worthwhile lives.

The TV College students in penal institutions had as their proctors the teachers employed by their own schools. Mrs. Harriet Steger, who is the elementary and high school teacher employed at Dwight Reformatory for Women, administered the examinations for the four semesters under focus to these inmates. She had high praise for the content, quality and administrative procedures involved in

these courses and it was her opinion that the incarcerated women profited by their participation. The only difficulty experienced by this proctor occurred when all the tests arrived at Dwight at the same time and had to be processed in a short span of time.

Joliet State Prison enrollees were under the supervision of Mr. H. V. Givens, Superintendent of Education at Stateville. He and his assistant Mr. Noble L. Baker, were responsible for administering the tests in their line of employment. Warden Joseph E. Ragen has permitted complete flexibility of security regulations insofar as the TV students are concerned, and they in turn have been most desirous of demonstrating their appreciation by maintaining unblemished records. All of these students are seriously motivated towards obtaining an education, as revealed by the fact that most of them had been previously enrolled in correspondence departments of various universities. Others have attended the institution's primary and secondary schools as preparation for entrance to the TV College program.²⁸

In view of the undeniable success of the TV program at Stateville, what began as an experiment a year and a half ago has now become an integral part of the institution's program of rehabilitation.²⁹

According to the reports of all concerned (through the cooperative help of Warden Ragen, Mr. Givens, Mr. Baker and other officials inside the prison, and, of course, the administrators of Channel 11, the staff and teachers of the Chicago Junior College outside) a great contribution has been made towards the rehabilitation of thinking processes at the prisons.

²⁸ These written by inmates at Stateville and included in The Stateville TV College Story, prepared under the supervision of Mr. Givens and forwarded March 10, 1960 to Chicago City Junior College.

²⁹ The Stateville TV College, p. 3.

CHAPTER V--B

SECTION TEACHERS

Teachers on the staff of the Chicago City Junior College who were assigned to correct papers of television students and record their grades were known as Section Teachers. To facilitate handling, all handicapped and penal students were enrolled at Wright Branch of the College. These students were instructed on the informative TV College brochures to call the school for enrollment procedures. Initial contacts were made with the TV Coordinator - Mr. Ernest Clements. After enrollment, the students referred their questions to the assigned Section Teacher for each course.

To learn something of these students' success in classwork and of any special problems which might have arisen from their extraordinary position, the writer prepared a Section Teacher questionnaire. Copy of this will be found in the Appendix. Attempts were made to personally contact each of the Spring 1959 Section Teachers, the last year of the experiment. To have gone beyond the last semester, it was thought, might have proved too burdensome for some of the teachers. An informative letter along with a copy of the questionnaire was sent to those teachers not available for personal contact.

Nine courses were offered in the last semester but Speech 141 was not available to these handicapped students because of the nature of the course.

The comments of the Section Teachers show that there was no one method of selecting them. Three indicated that they were the TV teacher. Others were selected by the department head or on an arbitrary basis.

During the three years of the experiment various methods were used in coordinating the TV and section teachers. During the last year of the experiment, the

TV teachers worked alone. Sometimes the Section Teacher turned out to be someone who was not in on the planning of the program. Earlier in the program three persons were assigned as a group. One was the TV teacher and the other two were Section Teachers. In questioning the liaison between the two types of teachers there were found to be divided opinions. No contributing cause could be found for the variance in answers. Some who had been in on the planning mentioned that liaison was very inefficient. Others - not involved on the planning - took the opposite view.

It was found that no special records, other than the TV Coordinator's lists - were kept about these particular students. The section teachers knew if these students were penal students but they had no idea of the types of handicaps involved with the other students, unless the student mentioned it through the course of conversation. Seldom was this done. Most of the teachers felt it would have made no difference to them if they had known the handicap.

The answers given by some of the section teachers may need some refinement, inasmuch as there was no allowance made by some for the distinction between the penalized students (known as special) and the others called handicapped. With the exception of one remark which read:

"One class did poorly when compared with the non-handicapped - although several did very well."

all teachers seemed to feel the quality of these students' work was better (especially the students at Joliet, was added by one). Indications were that all were outstanding in perseverance and applied themselves more. Nothing the students did or said in their papers would indicate they were handicapped, except for the following cases:

Case No. 1 - Student in a wheelchair - could only use one hand and had to put the phone down every time she wanted to talk. This was time

consuming because this particular student (the exception rather than the rule) called in every week or several times a week.

Case No. 2 - Oral recitation of a language was found to be difficult when the student had a speech defect (as some cerebral palsied have this added affliction).

Case No. 3 - A wrong grade sent to one student brought about a lot of dissatisfaction from student's relative.

Because the drop-outs were found to be much smaller percentage-wise - one teacher assumed they must have been more highly motivated. Most teachers agreed their motivation was very good or better than average.

Ability of these students was seen to be about equal with other students. These students sent in their written work very regularly, perhaps a little better - but then another comment that was added read:

"...all T.V. students were good on this score."

From the test results, the quality of work, appeared to be above average.

These students were not found to be more demanding but about the same as others. Three teachers indicated they had no method of ascertaining if these students were more industrious, but the others felt they were more industrious.

The oral comprehension of a foreign language was found to be below average but since they could not attend conferences, the teacher indicated there was no way to remedy it.

Three students were found to have kept in touch with one teacher since the close of the course. Indications were that all of these students were very appreciative of the opportunities offered to them via these courses. Most of the teachers felt it was especially rewarding to have worked with them when they found out, in a few cases, what obstacles these students were facing. Other teachers, who were not aware of the complications facing the handicapped students, felt it was no more rewarding or different to have worked with these students' papers.

One teacher remarked that "Due to handicap - some tended to be obstinate." The other difficulty referred to the future of these students. "To find several unable to find a place to eat and sleep. There are many adults with cerebral palsy who face a dreadful future - no place to go."

Suggestions made by the Section Teachers fell into the following:

1. Industrial training of these students by television.
2. Handicapped students have an inherent fear of contacting section teachers for help when needed. Any methods of breaking this psychological block would be desirable.
3. In case of language course - a different emphasis should be given to the oral teaching.
4. Special courses on the problems of handicapped would be helpful.
5. Have teacher see handicapped student at least twice a semester to discuss problems.

All teachers - even those not completely sold on televising classes - indicated a unanimous opinion that this method of teaching via television was by far the best way for shut-ins to further their education.

CHAPTER VI

CONCLUSIONS

This study of handicapped and penal students enrolled in Chicago City Junior College courses offered on WTTW during the three-year experiment (1956-1959) was preceded by a short resume of television in perspective. Television arose from many lands but it took the USA to make it work. Military experiments and applications made during the war and since that time have helped to establish it as a tool for mass education.

When one remembers that the first television program was inaugurated in this country in 1927 and the first television station appeared in Chicago in 1939 with barely fifty receiving sets in the area, the present status seems phenomenal.

The Federal Communications Commission in 1952 showed foresight in allocating 242 channels (now 258) for the exclusive use of educational television. Since that time local communities have activated forty-six of these ETV stations and great strides are being made with present plans. Directing the growth of educational television are four national organizations each adding to our nation's newest resource.

The exciting growth of educational television throughout the country to date is the result of active interest and support by many philanthropic, educational, civic and business organizations, as well as by thousands of enthusiastic individuals. The largest single contributor has been the Ford Foundation. The original source of this philanthropy was about three million shares of non-voting Ford Motor Company stock from the estates of Henry and Edsel Ford. The Fund for the Advancement of Education (an independent organization created by the Foundation in 1951) took an early interest in the possibilities of the television medium for helping to meet important educational problems and particularly the

problem posed by the growing number of students and the continuing shortage of able teachers. The Fund's program has three objectives: the improvement of educational personnel, educational programs and relationships between educational institutions and society.

Aided in part by \$475,000 in grants from the Fund, the Chicago Board of Education began in 1956 the first city-wide demonstration of televised instruction at the junior college level. During the three-year experiment the program grew from the original four courses and twenty-four half-hour telecasts per week in September, 1956, to twelve courses and forty-nine half-hour telecasts per week in the last semester of the experiment in February, 1959. Three courses were given on a non-credit basis as a community service in the last semester and they were: Speak Spanish - Pan American Perspective and College and Your Career. The curriculum included twenty-seven different courses for credit applicable to an associate in arts degree upon completion of sixty hours of credit - of which a minimum of 15 hours needed to be earned in the Chicago City Junior College as follows:

<u>Courses</u>	<u>Semester Hours</u>
Biology 101, 102 or 111, 112	6 or 8
English 101 and one other course in communications	5 or 6
Humanities 201, 202	6
Physical Science 101, 102	6
Social Science 101, 102	6
Electives	28 or 31

In the six semesters of the television experiment, 7,572 individuals registered for 13,927 credit courses. Approximately three times that amount of people were registered in nearly three times that amount of courses on a not-for-credit basis. The figures do not include those students who participated in the program via television in classrooms at the College. Included in the first mentioned figures were two unique groups of students totaling some 99 handicapped and

42 penal enrollees. These 141 students registered for 518 credit courses. A breakdown by individual course selections can be seen from Table XII, Page 38.

The story of the handicapped and penal groups and the individuals within each separate group differs completely for various reasons. Hospitalized and handicapped people were invited into the program from its inception. As the experiment progressed different types of students came under the handicapped classification. Through the efforts of Mrs. Ruth Biedermann, Superintendent of Dwight Reformatory for Women, and their Sociologist, Mr. Bernard F. Robinson, Dwight came into the program in the second year - third semester. Warden Ragen, after overcoming difficulties presented, made arrangements for the convicts in Stateville, Joliet State Penitentiary, to enter in the fifth semester - last year of the experiment.

Fourteen inmates from Stateville registered during that time for credit in a total of 109 courses. From the pilot group of twelve men, three have already earned and been awarded their associate in arts degree on June 26, 1960. Thus, for the first time, through the medium of television, men who must serve time have been able to earn their junior college degrees while in prison. Some of the men at Stateville in this pilot group were found to have ranked very high in IQ. At present there are thirty men enrolled in TV College. Eighteen of these men have completed their high school education with the help of the General Educational Development test. The men at Stateville are given their TV education free (they pay for their correspondence courses). They have no other assignment but devote their time exclusively to their TV courses and study with every convenience put at their disposal.

In February, 1960, when visits were made to both prisons, their populations were:

Dwight - 289 (Daily average for February)
Stateville - 3,314 (Whole prison lists 4,785)

Twenty-eight different women participated in TV College and registered in total of 93 courses during four semesters that Dwight students participated in the experiment. The median age of the women participating in TV College in the last year of the experiment was found to be 27.1. Most of the women at Dwight have earned their high school diplomas through GED process. All incarcerated women at Dwight Reformatory must put in a full day's work assignment beside their participation in scholastic activities. Consequently, they were limited to two TV course enrollments each semester. They had to pay their own registration fees and give up their recreational time to study. Because of the aforementioned variants it would be cruel for anyone to attempt to compare the women and men students who were penal inmates while participating in TV College.

Efforts were made by the writer to learn something of the present status of penal institutions in other states participating in ETV classes. The Secretary of the American Council on Education was most helpful in forwarding what she could find on the subject. A copy of the reported findings will be found in Appendix C.

The 99 handicapped students enrolled in TV College during the experiment were involved in a total of 316 course registrations for credit. These students fell into three distinct groups - the permanent physically handicapped - the temporary physically handicapped and those who because of distance or working condition could not get to the school for registration, conferences and mid-term and final examinations.

An analysis of particular handicaps from those reporting showed:

<u>Type of Handicap</u>	<u># of Students</u>
Amputees	
Arm and leg	1
Double leg	1
Arthritis (all women)	6
Cardiac	2
Cerebral Palsy	9
Deceased (all men)	3
Distance from college	3
Hemophilias	1
Measles	1
Maternity cases with complications	2
Multiple Sclerosis	1
Muscular Dystrophy	4
Nervous Disorders	6
Paraplegic	1
Poliomyelitis	8
Post Operative	3
Quadraplegics	2
Tuberculosis	7
Working conditions	7

Most of the students listed as amputee, arthritic, muscular dystrophied, paraplegic and some of the polio victims cannot write, or if they do it is with a great deal of effort. Many of these particular students type and some of them use special typewriters. Falsified people sometimes were found to have added difficulties because of speech defects. Either or both of these afflictions complicated their mid-term and final examination procedures because their tests had to be handled orally.

The handicapped students who were not hospitalized had to obtain their own proctors. More than 75 proctors, all of professional standing, were involved with the two groups of students. Approximately 65 were found to have volunteered to administer some 300 mid-term and approximately 300 final examinations on a philanthropic basis. Mid-term examinations took about 50 minutes to administer and the final examinations lasted about two hours. After the tests were completed the proctors sent the tests back to the college where section teachers

corrected and recorded the results.

Analysis of the prector questionnaires indicated that their comments were very complimentary about the whole program of TV College. For the most part they felt these courses filled a need in our society to help shut-ins to go beyond the high school level with their education. Any difficulties encountered were dependent on the handicap of the student where examinations had to be reinterpreted from oral recitation if the student could not write. Some adjustment in time was suggested for tests under those circumstances and it was felt by others that tests other than the "machine-marked" type be given to allow the students to express themselves. A phrase that kept reappearing was that these students are classified enough by disability and there was no difference between them and other students because participation in these classes via TV College is a mental process. This was proved, they thought, by the qualitative results of their work in spite of great physical disadvantages.

The Spring 1959 section-teachers indicated that most of them were not aware of the handicaps of the students whose course enrollments brought them in their section. Some indicated that it would have made no difference to them if they had known. Most of these teachers felt the handicapped students were more industrious, outstanding in perseverance and did average or better in their work. These students were found to be no more demanding of time than the other students.

In the over-all student body enrolled in TV College it is reported that two-thirds of the credit students are women. A breakdown of the 99 handicapped students shows that forty-six were men and fifty were women. A still further sub-division by physical handicaps shows the sexes were about equal in these afflictions except for the three deceased members who were all men and those afflicted with arthritis who were all women.

Some forty-two students, of those reporting, might be said to fall under "permanent physically handicapped" group, if one includes such border-line recovery cases as cardiac and nervous disorders. Of these students:

- 3 - have been awarded their associate in arts degree
- 7 - have been in five or more semesters during experiment
- 6 - have been in three or more semesters during experiment
- 1 - paraplegic is rehabilitated to the extent of attending a branch of the Chicago Junior College
- 3 - a heart case and two plegics are attending other colleges
- 1 - post operative from polio had complications and is taking correspondence course from LaSalle - can do this at a slower pace
- 11 - with the exception of one, all veterans dropped their courses

Of the temporary physically handicapped, the seven tuberculosis patients all dropped their courses but have been released from the sanatorium. The six other students in this group are all back at some school. The seven students, in this group because of working conditions, are all teachers who enrolled either for job advancements as Chicago Parental School employees or for credits to be used by nuns in religious teaching orders.

As far as the handicapped were concerned, TV College has meant different things to people in different age groups. Those who are in the younger age bracket were interested in accumulating credit for their TV work. The middle age group, for the most part, were found to have been interested in only one or two particular courses as review before going back to work or in connection with their work. The older students in the handicapped group were in TV College for self-enrichment purposes.

Because of the many deviations within each group, the following table is inserted to show the over-all picture with regard to total involvement in courses and number of courses dropped:

	<u>Number of Students Participating in Three Years of Exp.</u>	<u>Total Course Enrollments</u>	<u># of Courses Dropped</u>
Dwight (2 yrs.)	28	93	11
Joliet (1 yr.)	14	109	18
Handicapped (3 yrs.)	99	316	71

The median age of the Dwight students was found to be 27.1 during the last year of the experiment. The present Stateville TV College students' ages at Joliet are:

4	students	are	20-25	years	old
14	"	"	26-30	"	"
7	"	"	31-35	"	"
3	"	"	36-40	"	"

Handicapped students who responded showed their ages to be:

2	students	were	18	years	old
15	"	"	20-25	"	"
7	"	"	26-30	"	"
5	"	"	31-35	"	"
4	"	"	36-40	"	"
5	"	"	41-46	"	"
4	"	"	over 50		

The Chicago City Junior College reports that 35 was the average age of the total TV College students.

Handicapped students and the women incarcerated at Dwight paid charges for these courses dependent upon the location of their abode. Most of the handicapped students were found to have resided on the north and west sides of Chicago. The map on Page 40 shows the residential location of these students. Residents of Chicago paid no tuition for credit enrollment in TV College but they did pay a service fee of \$5.00 for up to 8 credits and \$10.00 for 9 or more credits. Those students who lived outside of Chicago paid the general service fee plus a semester hour of credit charge. The latter varied with the year of the experiment from \$14.06 to \$15.94. After the experiment in the Fall 1959 charges were \$16.60 per

credit hour but by Spring 1960 a new State Law had been passed which brought about a \$9.00 fee per semester hour of credit. Residents of adjoining states pay tuition of \$16.60 per credit.

Attempts were made by the writer to establish what legislation, if any, has been passed with regard to helping the physically handicapped beyond the present high school level. A copy of Mr. Ray Graham's letter, dated May 4, 1960, is included in the appendix. As Director of the Division of Special Education for the State of Illinois he recalls that three years ago the subject came up for discussion. No legislation was passed at that time because they felt the physically handicapped individuals are provided for in this way through State and Federal funds that are administered by the Office of Vocational Rehabilitation. He mentioned that the University of Illinois has a great many severely physically handicapped individuals and these are provided for under the Office of Vocational Rehabilitation. 608

One student who was handicapped was known to have had her fees in TV College paid through Indiana's State Funds for Rehabilitation. A welfare case worker volunteered the information that this girl had aspirations to be a writer and they, therefore, paid for her two courses in English. With the exception of one other student, all other handicapped people were found to have paid their own fees. The writer was informed by the few veterans who had returned their questionnaires that they too paid their own fees.

The grades of these students varied with scholastic background. A definite correlation was seen between IQ ratings, available only for Stateville students, and high grades earned via TV College. Comments from students indicated that subjects which were easier before were found to be comparably so on TV but those which had presented problems in the past were equally difficult when viewed on TV.

Astronomy was the only subject which presented any deviation from the ordinary complimentary responses. Twenty-two handicapped and penal students enrolled in this course. Four students dropped out and of those two were from Stateville. Some of the men at that institution were among the highest in grade markings but it was noted that even the prison men who earned an "A" in other subjects received "C" or lower for Astronomy. Upon inquiry the writer was informed by a staff member at the college that TV College student drop-outs for this course ran somewhere around 50%. According to the college's "popular" three-year-report, about 65% of TV students finish their courses and take examinations.

These students who had been away from school for a great length of time or who had earned their diplomas through GED process found English or any course involving Mathematics difficult. Because of the few numbers involved further research would be necessary to come to any definite conclusions.

The one adverse comment most often reported about educational television is the impersonal pupil-teacher relationship. This criticism seemed to have found a solution in the few cases where teachers and staff members (especially Mr. Clements, the TV Coordinator) went out of their way to have closer contact with students by personal visits and/or written-in comments of a personal nature on their returned papers. The students recorded that they thereby felt helped and encouraged. Thus we see that this young, great and most powerful means of communication still needs the human element to act as its catalyst.

The majority of people who handled these students' work at the college did not know the extent of their handicap because none of them had asked for or expected any deviation, because of handicap, from the standard rules which were applied uniformly to all students enrolled in Chicago City Junior College courses. Most of these students were found to be of proper scholastic stature and most

eager to learn. Those who had not acquired the proper disciplines to prepare them for college participation were eliminated by their drop-outs.

Over the centuries there have been a change in handicaps, poliomyelitis with its concomitant paralysis and loss of function in the young and arthritis in the older groups, have taken the place of the traditional orthopedic deformities. The diseases of adult life (heart, kidney, etc.) and the accidental injuries of the machine age - accidents which occur on the street and highway at home or at work, together with congenital diseases have all had their numbers represented in the handicapped group enrolled in TV College. Fragmentary though their numbers were, they have shown a priceless ingredient in their makeup that drove them to success, even tho the odds were against them.

With both these student bodies ever increasing with direct proportion to population growths, the size of the problem before the nation needs attention. Included in the appendix is an excerpt from a recent depth study made for the Illinois Association for the Crippled (Easter Seal) with regard to afflictions of citizens in the Chicago Metropolitan Area. In that report mention is made of the Kansas City Survey of September, 1956. Scrutiny shows that forty per cent of the handicapped could be rehabilitated for remunerative employment. Of those:

6% are over 65 years of age
39% are under 18 years of age
4% are housewives

Treatment and attitude toward both groups under study has been changing for the better. Enlightened industry leaders have seen fit to give handicapped people jobs within their tolerance. In our own local area some industries have been established solely for immobilized people. The Good Will Industry, Paraplegic Manufacturing Company in Franklin Park, etc. employ only handicapped people. The latter currently employs over 100 severely handicapped persons.

Apathy toward the handicapped is beginning to wane as these people prove what they can do with their residual powers. On the other hand, retaliation has changed to rehabilitation for prisoners with emphasis on re-education before re-entry into society. With the alarming rate of increase in both groups, educators on the college level will need to include them in future school plans.

Continued research may show that educational television may be the best way of reaching these two groups and educating them so they can find a productive place in our society.

The tremendous potentialities of the local, regional and national ETV networks, now on the horizon, include the possibility of furthering the education of these two groups.

On the local level we have the Midwest Council on Airborne Television Instruction being made ready for launching in January of next year. Plans of similar nature are evolving in each section of our country.

The Southern Regional Education Board has pending plans that would establish a sixteen-state educational television network. This would connect 309 colleges and universities and would be owned and operated by the states under the interstate compact which created the SREB.

On the national scene, we have witnessed the successful offerings of Continental Classroom projected over NBC network. The Learning Resource Institute is proposing a multi-million dollar venture in which all three national networks - ABC - CBS and NBC will join hands and produce a two-year college course soon. Later that will be enlarged to a four-year course.

The future plans for television not only stagger the imagination but are expected to take us to outer space. The Federal Communications Commission, about a year ago, opened up blocks of frequencies for general use, with no

provision for space communications. At this writing, testimony is being presented to the Federal Communications Commission to support the Bell System's contention that the commission should anticipate the requirements of space communications in the portion of the spectrum above 890 megacycles. The Bell Laboratories scientists are ready for the first tests of voice communication via satellite. They have been cooperating in these experiments with the National Aeronautics and Space Administration and hope to launch the first satellite of "Project Echo" almost immediately. It is estimated that 50 satellites could provide telephone and television communications between U.S. and "all areas" of the world. Cost of launching and maintaining these satellites would be shared by such foreign organizations as might be involved.

Only time will tell the outcome of all these experiments. In the meantime, as a nation, "We must insist that disability should not mean inability, that misfortune should not remove opportunity, we must all be wholeheartedly dedicated." Quoting the words of our President Dwight D. Eisenhower.

In our personal dedication we might keep in mind the words of Albert Schweitzer:

"That everyone shall exert himself, in that state of life in which he is placed, to practice true humanity towards his fellowmen; on that depends the future of mankind."

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Chicago City Junior College
Chicago Parental School
Dwight Women's State Reformatory
Educational Television and Radio Center
Federal and State and Local Agencies of Public Instruction and/or
Special Education
Foundations (Cerebral Palsied, Heart, Tuberculosis, etc.)
Governmental Agencies
Joint Council on Educational Television
Local TV Stations
Local Women's Clubs
Michigan State University
National Association of Educational Broadcasters
Purdue University
Stateville Branch of Joliet Division of the Illinois State Penitentiary
Station WTTW
Veteran and other Hospitals

V. VIEWED
TELEVISED TV INTERVIEWS

Mr. E. L. Ryerson and Dr. John W. Taylor on Anniversary of Establishment of Station WTTW's beginning operation on September 19, 1955.

Mrs. Ruth Biederman, Superintendent of Dwight Women's State Reformatory Station WTTW (Window to the World) May 19, 1960.

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VI. UNPUBLISHED MATERIALS

Proctors' Questionnaires - Approximately 75 individuals acted as proctors during the 1956-1959 experiment. Editor talked to about 25 and sent questionnaires to 52. Thirty-seven proctors answered and returned the questionnaires. Three students were reported to have died.

Section Teachers' Questionnaires - Nine courses were offered in 1959 - last semester of the experiment. Sent or attempted to contact the eight teachers involved (One course - public speaking - not available to these handicapped and special students.) Six teachers volunteered information.

Students' Questionnaires - Attempts were made to contact all 1956-1959 handicapped and special students either by telephone, in person, or through mailing questionnaires to their abodes. This involved:

	<u>Number of Students</u>	<u>Sent Questionnaires</u>	<u>Answered Questionnaires</u>	<u>Information from Other Sources</u>
Handicapped	99	66	49	25
Dwight Reformatory	28		8*	4**
Joliet Penitentiary	14		8*** 30****	3*****

* Eight women still incarcerated at Dwight from 1957-1959 group.

** Superintendent, Psychologist, and Teacher at Dwight.

*** Eight men from pilot group.

**** Thirty men in 1960 group answered questionnaire on May 2, 1960.

***** Warden, Superintendent of Education and his assistant.

APPENDIX I

OVERALL ENROLLMENTS IN TV COLLEGE

APPENDIX I
TABLE I
ENROLLMENTS IN TV COLLEGE
AND RETENTIONS
1956-1958

	<u>Credit</u>	<u>Non-Credit</u>	<u>Total</u>	<u>Overall % Retention*</u>
<u>Fall 1956</u>				
English 101	801	1518	2319	63
Soc. Science 101	705	1335	2040	57
Biology 101	628	1178	1806	64
Pol. Science 223	<u>639</u>	<u>1203</u>	<u>1842</u>	<u>59</u>
	2773	5234	8007	61
<u>Spring 1957</u>				
English 101	186	593	779	66
Mathematics 101	233	1529	1762	46
English 102	389	774	1163	75
Soc. Science 102	424	339	763	78
Biology 102	<u>387</u>	<u>330</u>	<u>717</u>	<u>76</u>
	1619	3565	5184	71
<u>Fall 1957</u>				
English 101 (kine)	277	454	731	57
Biology 101 (kine)	221	187	408	66
Phy. Science 101	381	343	724	71
Math. 101 (kine)	149	389	538	26
Math. 105 - Slide Rule	234	1981	2215	44
Accounting 101	315	1139	1454	54
Shorthand 120	238	2278	2516	50
Humanities 201	583	844	1427	72
Psychology 201	<u>504</u>	<u>789</u>	<u>1293</u>	<u>69</u>
	2902	8404	11306	61
<u>Spring 1958</u>				
English 102 (kine)	199	130	329	65
Soc. Science 101 (kine)	250	140	390	74
Biology 102 (kine)	193	100	293	80
Phy. Science 102	315	230	545	80
Humanities 202	434	375	809	82
Accounting 102	149	435	584	63
Shorthand 121	105	635	740	87
Math. 105 - Slide Rule	118	570	688	54
Pol. Science 221	<u>177</u>	<u>135</u>	<u>312</u>	<u>71</u>
	1940	2750	4690	75

*Number Receiving "A, B, C, D, F, R" Grade = $\frac{R}{E} \times 100 = \% \text{ Retention}$
Enrollment at beginning of Semester

TABLE I (CONT'D)

	<u>Credit</u>	<u>Non-Credit</u>	<u>Total</u>	<u>Overall % Retention</u>
<u>Fall 1958</u>				
Humanities 201 (kine)	396	321	717	69
Soc. Science 102 (kine)	357	99	456	73
Phy. Science 101 (kine)	408	182	590	71
Bus. English 105	194	440	634	69
Amer. Literature 117	286	458	746	73
Music 111	248	513	761	73
Psychology 207	532	451	983	66
Speech 141	320	465	785	63
	<u>2743</u>	<u>2929</u>	<u>5672</u>	<u>69</u>

TABLE II
ENROLLMENTS IN TV COLLEGE
AND RETENTIONS
1959

<u>Spring 1959</u>			
Astronomy 201	282	522	804
Business 211	210	307	517
English 105 (kine)	84	156	240
Humanities 202 (kine)	304	253	557
Mathematics 103	165	396	561
Phy. Science 102 (kine)	275	209	484
Psychology 207 (kine)	287	214	501
Russian 101	249	2620	2869
Speech 141 (kine)	94	174	268
Speak Spanish	—	4001	4001
(Not-for-credit)			
Pan American Perspec.	—	1375	1375
(Not-for-credit)			
College & Your Career	—	415	415
(Not-for-credit)			
	<u>1950</u>	<u>10642</u>	<u>12592</u>

³⁰ Chicago City Junior College's Records - Enrollments in TV College 1956-59 - August 19, 1959 and TV College Retention Study - March 4, 1959.

SUMMARY OF FIRST THREE YEARS BY SEMESTERS

	<u>Credit</u>		<u>Not-for-Credit</u>		<u>Total</u>	
	<u>Individ-</u> <u>uals</u>	<u>Course</u> <u>Reg.</u>	<u>Individ-</u> <u>uals</u>	<u>Course</u> <u>Reg.</u>	<u>Individ-</u> <u>uals</u>	<u>Course</u> <u>Reg.</u>
Fall 1956	1364	2773	2761	5234	4125	8007
Spring 1957	938	1619	1564	3565	2502	5184
Fall 1957	1511	2902	6277	8404	7788	11306
Spring 1958	1065	1940	2117	2750	3182	4690
Fall 1958	1466	2743	1849	2929	3315	5672
Spring 1959	1228	1950	6734	10242	7962	12592
 TOTAL	 *(7572)	 13927	 *(21302)	 33524	 *(28874)	 47451

*Note that these totals may not represent a cumulative number of different individuals. They do represent a sum of enrollments by semester. A student enrolled in several semesters will have been counted in each of these semesters.

³¹Chicago City Junior College's Records - Enrollments in TV College 1956-59 - August 19, 1959.

and

Retention figures via the phone
(TV Office
Chicago City Junior College
3400 North Austin Avenue
Spring 7-7900)

APPENDIX II

QUESTIONNAIRES AND INFORMATIVE LETTERS

	<u>Page No.</u>
A. Proctors' Letter and Questionnaire	142 - 144
B. Section Teachers' Questionnaire	145 & 146
C. Handicapped Students' Letter & Questionnaire	147 - 150
D. Penal Students' Questionnaire	151 & 152

Sample A - Proctors' Letter

SUBJECT: Research on handicapped and special students taking college courses via television

March 22, 1960

A study is being made of the handicapped and special students who were enrolled in televised credit courses of the Chicago Junior College during the three-year experimental period from 1956-1959. Among the dedicated people involved in this project, your name appears as a proctor.

Attached is a copy of a questionnaire which has been formulated to assist in this research. If convenient, I would appreciate receiving a reply from you on any or all of the questions listed. If it is difficult to recall specific incidents as far back as 1956, any general comments you might wish to furnish in the overall field will be appreciated. The small slip attached to the questionnaire lists the name of the student and the courses that you proctored.

No names will be used in compiling results, so please feel free to be candid in your comments. I am not connected with the Chicago Junior College and the information provided will be used in compiling my thesis for a master of arts degree.

If you prefer to call me instead of writing, I can be reached during the day or evening at: Clearbrook 3-2086.

Gratefully yours,

Coletta Nelson (Mrs. Arthur E.)
106 McDonald Road,
Prospect Heights, Illinois

Attached:

Questionnaire

PROCTOR QUESTIONNAIRE

1. How did you happen to become a proctor?
2. Did you give your time on a philanthropic basis?
3. How did you first learn of these televised credit courses?
4. In your opinion, how valuable and rewarding do you feel the course was for the student?
5. Do you feel this has been a rewarding experience for you?
6. What is your personal opinion of these televised Junior College credit courses?
7. Have you any suggestions on how additional handicapped people above high school level can be reached and informed of the existing public college service?
8. Testing:
 - a. Did you experience any difficulties with mechanics of test administration? If so - in what way -
 - b. What was your opinion of the test - time and content-wise?
 - c. How was the test administered?
 - c.1 Did you personally always stay with the student through the entire time of test?
 - c.2 Did you sometimes give the examination to someone else to test the student? If so - to whom -
 - c.3 Or - was the test ever left with the student and then picked up at a later time?
 - d. How much time did you spend in giving the test?
 - e. Was there an appreciable variance of test-time by courses - if you gave more than one test?

- f. Did you experience any special problems due to student's particular kind of handicap - or - home situation?
- g. How do you feel about handicapped students taking the same tests as other students?
- h. Can you see any faults in the way the examinations are handled - if so please comment and feel free to give constructive criticisms and suggestions -

9. Please make additional comments that you feel will be helpful as background information.

SECTION TEACHER QUESTIONNAIRE:

Since you had handicapped students in your section teacher work, we would find it very valuable to note your reactions to working with such students by way of this new media. To save you time and to help guide responses that you may care to make, for the sake of some tabulation, we are listing the following items:

How were you selected as a section teacher?

How well does the liaison work with TV teacher?

Were you involved in the planning of the program?

Did anyone keep any special record of these handicapped people beside Mr. Clements?

Did you have any way of knowing the type of handicap of the student? If you had known, would it have made any difference?

In your recollection, did the handicap student stand out in any way - if so - how?

If you didn't know these persons were handicapped - would you have know it from their papers and general attitude?

Do you think there should be special provision within the regular course for these students?

Do you think special courses should be given for the handicapped - if enough demand is apparent?

Are there groups of the handicapped and areas for them in your view that have not been explored?

Comparing the handicapped students with the general students you have tested - how would you say they compared in:

1. Motivation
2. Ability
3. Written work
4. Turning in assignments
5. In quality of their work
6. Test results:
Average
Above Average
Below Average
7. Were they more demanding
or less demanding
8. Were they more industrious
or less industrious
or about average
9. Have any kept in touch with you since the course is over?
10. Have you found it especially rewarding to work with these handicapped and special students - - or

Were they just part of the routine of the program -- or --

Have you found it especially difficult to work with them?
11. Did you have any special problems which arose because of their extraordinary position? If so - what were they?
12. Please make additional comments that you feel might be helpful as background information - or - to improve the present methods of working with handicapped students.

Handicapped Students' letter

SUBJECT: Research on handicapped and special students taking college courses on television.

March 7, 1960

A study is being made of the handicapped and special students who were enrolled in televised credit courses of the Chicago Junior College during the three-year experimental period from 1956-1959. Your name appears as one of the students.

A copy of a questionnaire is attached which has been formulated to assist in this research. If convenient, we would appreciate receiving a reply from you on any or all of the questions listed - or - on any other additional information you might wish to furnish. The small slip attached to the questionnaire lists the courses you took during that period.

Because of your participation in this pilot experiment, we shall be particularly interested and most grateful for any light you can shed in this area of study. No names will be used in compiling results, so please feel free to offer constructive criticisms.

The information obtained from the questionnaires will be a partial fulfillment of the requirements for my degree of master of arts. I shall be most thankful for any help you can give in this study.

Appreciatively yours,

**Coletta Nelson (Mrs. Arthur E.)
106 McDonald Road
Prospect Heights, Illinois**

**Attached:
Questionnaire**

Sample C
STUDENT
QUESTIONNAIRE

148

1. How did you learn of college courses being offered via television?

☐ Conversation with others
 ☐ Literature from college
 ☐ Newspaper articles
 ☐ WTTW's announcements
 ☐ or _____
2. What motivated your interest in taking courses offered by Chicago Junior College?

☐ Associate of Arts Degree
 ☐ Furtherance of career
 ☐ Personal satisfaction
 ☐ Pressure from parents
 ☐ Suggestion of therapist
 ☐ Worthwhile program
3. If you are handicapped -

Type of handicap _____

How long have you had it? _____

Does handicap affect your college work? ☐ Yes ☐ No

☐ Can you get around by yourself? or - Do you require assistance?

☐ Is disability permanent? or - Is there chance of recovery?

☐ Can you operate your TV set?
4. Did you complete high school or - Did you earn a general education diploma?

☐ Yes ☐ No

☐ Yes ☐ No
5. Did you attend college previous to enrolling in TV? - -
Name of school _____

☐ Yes ☐ No
6. If you attended college, please write in major courses taken before TV - -
" " during TV - -

7. Please check your age group?

☐ Under 20
 ☐ 20 - 25
 ☐ 26 - 30
 ☐ 31 - 35

☐ 35 - 40
 ☐ 41 - 45
 ☐ 45 - 50
 ☐ over 50
8. Did all go well with enrollments?

☐ Yes ☐ No
9. Which printed instructions were most difficult to understand - -
to carry out? - -

10. How much time did you spend in preparatory study (avg.)? _____
hours per day

11. Did your advance work line up well with instructors' lectures?
☐ Very well
☐ Most of the time
☐ Part of the time
☐ Seldom
12. Do you feel subjects were presented in a clear understandable manner?

13. How would you evaluate the textbooks and study guides?
☐ Excellent
☐ Difficult
☐ Easy
14. Did you learn as effectively by TV as you would in class?
☐ Yes
☐ No
☐ No experience
15. How has your examination procedure worked out?
☐ Very satisfactorily
☐ Fair
☐ Poorly
16. Please comment on why you think the examination was a success or a failure.

17. If you withdrew from a course, please state reason.

18. Do you have a preference of telecast schedule - why?
☐ A.M. ☐ P.M.

19. Are you presently employed? If so - in what way?

20. Did you or some agency pay the cost of your tuition?

21. Would a list of other handicapped students help you in discussion of lessons?
 Did you use the 1956 list?

22. Did you have any telephone conferences with school?

23. Were your conferences with:
☐ Section teacher
☐ T.V. teacher
☐ T.V. coordinator
☐ Academic nature (about course)
☐ or Personal (like counseling)
24. Were your questions of

25. Do you feel you can call on the school when you have a problem and be given the information you need? Have they always been sympathetic? Or, has your experience been that it all seems like a vast impersonal machine.
-
-
-

The courses you took during the 1956-1959 experiment are listed. Will you please arrange them on the back of this sheet in the order of interest - worthwhileness - difficulty - etc. No names will be associated with the compilation of answers - so please feel free to add any personal experience - criticisms - opinions - or - suggestions that might have presented themselves to you.

Do you plan to continue taking courses until you receive your Associate in Arts Degree?

☐ Yes
☐ No

What suggestions do you have for additional courses via T.V.?

Do you have any suggestions of a way to reach more handicapped persons above high school age to inform them about these courses?

☐ Yes
☐ No

SAMPLE D

PENAL STUDENTS QUESTIONNAIRE

1. What brought about your interest in taking the courses offered by the Chicago Junior College?

2. Were you able to keep up with the preparatory study requirements in advance of each lecture? ☐ Yes ☐ No
3. About how much time did you spend in these preparatory studies _____ hours per lesson?
4. In your opinion, did this advance work line up well with the instructor's lecture? ☐ Yes ☐ No
5. In the interest of age bracketing, will you please check the one which applies to you -

<input type="checkbox"/> 20-25	<input type="checkbox"/> 31-35	<input type="checkbox"/> 41-45
<input type="checkbox"/> 26-30	<input type="checkbox"/> 36-40	<input type="checkbox"/> 45-50
6. Your opinion on the following items will be carefully considered:
 - A. Which TV course was the most interesting _____
 - B. Which TV course the most difficult _____
 - C. From which TV course did you learn the most _____
- D. Do you feel that you got as much out of the TV courses as you did from classes you attended? ☐ Yes ☐ No
- E. Do you feel the subjects were presented in a clear understandable manner?
☐ Yes ☐ No
- F. Do you feel that the courses offered were all suitable for presentation on TV?
☐ Yes ☐ No
- G. Do you plan to continue taking courses until you receive your Associate in Arts Degree? ☐ Yes ☐ No
- H. Did you attend college previous to taking the TV courses?
☐ Yes ☐ No

School _____
 Field _____ Liberal Arts, Eng., etc.

If you did attend college, will you please write in the major courses you took before entering ETV -

7. What is your opinion of the pace of the TV teacher - ☐ Too fast ☐ About right ☐ Too slow ☐ Other response
8. How would you rate the difficulty of the text materials?
☐ Excellent ☐ Average ☐ Poor

9. How much of the required reading did you complete?
☐ Over 2/3 ☐ From 1/3 to 2/3 ☐ 1/3 or less
10. How much supplementary reading did you do?
☐ Over 1/2 ☐ From 1/10 to 1/2 ☐ 1/10 or less
11. How well can you keep up your interest in the TV lessons?
☐ Easily ☐ With some effort ☐ With much effort
12. How did you feel about the use of charts and other visual aids?
☐ Use more ☐ About right ☐ Use fewer
13. How well did the teacher anticipate and answer your questions?
☐ Almost always ☐ Sometimes ☐ Seldom
14. Did you take notes during the TV lessons?
☐ Almost always ☐ Sometimes ☐ Seldom
15. Do you feel you know the TV teacher as well as other college teachers you have had? ☐ Yes ☐ No
16. In your opinion, how much do you miss not being able to participate in class discussions or to ask questions?
☐ A great deal ☐ A little ☐ Not at all
17. To what extent are you able to find answers to questions you would otherwise ask your instructor or in the text, or other reading material?
 (Only with difficulty) ☐
☐ Easily and usually ☐ Part of the time
18. Would you recommend these TV courses to a friend?
19. Please list the courses you have taken via TV and rate them:
 Superior
 Excellent
 Average
 Poor
20. Suggestions - Recommendations - Personal Opinions
- (Please use reverse sides if space is needed)
- What impressed you the most? Etc.

APPENDIX III

**PRESENT STATUS OF METROPOLITAN CHICAGO AREA
GENERAL CATEGORIES OF HANDICAPPED PEOPLE**

APPENDIX III

On February 17, 1960, Mrs. B. Mulder, Executive Secretary of the Chicago Metropolitan Unit of the Illinois Association for the Crippled (Easter Seal) gave me the following information:

Their National Society's Headquarters is located at: 2023 West Ogden Avenue - they have one of the most complete libraries on the crippled. Mr. Earl Graham is the librarian.

At present the Chicago unit is having a depth study made by a statistician connected with the National Society for the crippled. His focus is on the local level of general categories of handicapped people which they try to help.

I. Chicago:

- A. Population of Chicago 3,851,000 persons
(1,323,400 children)
(2,618,700 adults)

B. Disabilities likely to be found are:

			Number in TV College for Credit (56-'59)
1. Arthritis	33,000	6	
2. Amputees (major)	4,400	2	
3. Multiple Sclerosis	2,200	1	
4. Muscular Dystrophy	2,000	4	
5. Hemiplegic	22,000	1	
6. Speech disorder	127,000		(61,500 Children 65,500 Adults)
7. Cerebral Palsy	9,250	9	

- C. Other estimates - $1\frac{1}{2}\%$ of all children (Chicago) are orthopedically handicapped or approximately
18,500 in Chicago

Using Greater Kansas City Survey (A very extensive one)
- 5.2% of the population are in need of
rehabilitation services - or

200,300 persons in Chicago are
in need of rehabilitation services - about 65% - or
130,200 are feasible for re-
habilitation and

amount
52,400 are feasible for re-
munerative employment.

II. West Cook County Suburbs:

A. Population 444,700

B. Disabilities likely to be found are:

1. Arthritis	3,700	
2. Amputees (major)	500	
3. Multiple sclerosis	250	
4. Muscular Dystrophy	250	
5. Hemophilic	2,500	
6. Speech disorder	14,600	(7,100 children 7,500 adults)
7. Cerebral Palsy	800	

It is estimated that about 2,150 orthopedically crippled children of all types are under 21.

Total population handicapped and in need of rehabilitation, it is estimated 23,000 - of this group are about 65%or... 15,000 feasible for rehabilitation and 40% of that number or approx. 6,000 are feasible for remunerative employment.

III. Breakdown on North Cook County Suburbs: (Excludes North Shore Lake Towns of Evanston, Wilmette, Kenilworth and Glencoe)

Population is estimated to be 301,700

1. Arthritis	2,500	
2. Amputees (major)	350	
3. Multiple Sclerosis	170	
4. Muscular Dystrophy	170	
5. Hemophilic	1,700	
6. Speech disorder	9,900	(4,800 children 5,100 adults)
7. Cerebral Palsy	550	

Estimated 15,000 orthopedically handicapped under 21 of all types.

Total population handicapped and in need of rehabilitation 15,700 - of this group 65% or 10,200 are feasible for remunerative employment.

In questioning Mrs. Mulder about south suburbs, she mentioned that the above findings were the result of aimed at objectives to determine certain expansion. Harvey, Ill. and other addresses not Chicago are not included in "I".

APPENDIX IV

PRESENT STATUS OF STATE FUNDS AVAILABLE FOR
HANDICAPPED

COPY

State of Illinois

Office of the Superintendent of Public Instruction

Springfield

May 4, 1960

Mrs. Arthur E. Nelson
106 McDonald Road
Prospect Heights, Illinois

Dear Mrs. Nelson:

Your letter of April 20th to Mr. Clabaugh, Chairman of the School Problems Commission, has been referred to me. Since the matter that you discuss came up in the special subcommittee to study Special Education three years ago and I happened to be a member of that subcommittee.

The subcommittee gave considerable attention to the problem that you raised in regard to physically handicapped students beyond the high school level. We realize that some physically handicapped children are able to go on to college or to take rotational training that will equip them better for earning a living.

As near as I can remember the basic reason for no legislation be suggested by the subcommittee along this line was the fact that already physically handicapped individuals are provided for in this way through State and Federal funds that are administered by the Office of Vocational Rehabilitation. In other words it is possible for a physically handicapped youth who can qualify for admission to college to receive the help of Vocational Rehabilitation funds under most conditions. In the same way it is possible for him to receive vocational training if he desires that rather than a college training.

A school problems commission is basically interested in public school programs when they apply to the pattern of the elementary and secondary schools in public school districts. Of course they are also interested in legislation that deals with advanced education in colleges and universities. I do not know whether the colleges and universities themselves have any idea in regard to better planning on their part to meet the need of the handicapped student or not. I know that the University of Illinois has a great many severely physically handicapped individuals and these are provided for under the office of Vocational Rehabilitation.

Another item of interest on this topic is the fact that the Board of Education for Blind and Deaf students does establish scholarships from State funds to provide for students who qualify and who are either deaf or blind to receive the financial help in getting a college education. The question has been raised at various times why does not this office also include the physically handicapped. It is generally been answered as above this would merely be duplicating what has already been provided for through the office of Vocational Rehabilitation.

Mrs. Arthur E. Nelson

- 2 -

May 4, 1960

I know that I can speak for Mr. Clabaugh and members of the School Problems Commission in saying that they would be most interested and also that I as a Director of the Division of Special Education in Illinois would be most interested in hearing from you if you have any specific reasoning or plans to suggest along this line. You have certainly complimented the Commission by taking the problem directly to them.

Very sincerely,

(Signed) Ray Graham

RG:jr

Ray Graham
Director
DIVISION OF SPECIAL EDUCATION

cc: Hon. Charles Clabaugh

APPENDIX V

HANDICAPPED AND PENAL STUDENTS ENROLLED IN
TELEVISION COURSES - - - - IN OTHER STATES

C O P Y

AMERICAN COUNCIL ON EDUCATION

1785 Massachusetts Avenue

Washington 6, D. C.

June 1, 1960

Mrs. Arthur Nelson
106 McDonald Road
Prospect Heights, Ill.

Dear Mrs. Nelson:

I am sending you a little more information which will, I hope, be useful in connection with your thesis. The enclosed memorandum regarding TV instruction, utilized by penal institutions, was prepared on the basis of newspaper items and has not been verified by our office. The title of the memorandum might indicate that all of these programs were designed for persons in such institutions, but you will note from the contents that this is not the case.

You probably also know that TV instruction has been used by deaf persons, and in a few cases designed especially for them. For example, an experimental series has been conducted this year at New York University's Center for Instructional Television in cooperation with New York City's public school for the deaf, P.S. 47. The North Carolina educational television stations have offered instruction of the deaf or sign language and have also broadcast programs in the language. These stations are in Chapel Hill, Raleigh and Greensboro.

I am sure that there must be many individual cases of handicapped persons who have taken advantage of courses offered by television, but I have not been able to locate any report on these. I can, however, cite two examples which you might be able to incorporate in your study. The University of Pennsylvania in Philadelphia offered two courses by television during the 1959-60 year. A fifteen-year-old paralytic, Henry Regner of Darby, Pennsylvania, a suburban community, took both courses. He was assisted by his mother to whom he dictated his answers to the final examinations for her to transcribe for him. He received an "A" in Astronomy and a "B" in Literature. The other case is that of a twelve-year-old girl, a polio victim, in nearby Arlington, Virginia, who studied in the "Time for Science" course offered to the Washington area schools this year. She is in bed most of the time, and during her brief periods in a wheel chair wears a heavy neck and back brace. She was brought to the TV studio for one of the review sessions when children present special projects made by them. She had become quite proficient in dissecting the lower animals and had preserved a crayfish and a frog. She had also drawn excellent posters depicting the dissections.

2.

Mrs. Arthur Nelson

June 1, 1960

The teacher complimented her on her work and encouraged her in developing her interest in becoming a medical artist.

We shall be interested in the outcome of your study. If you would like to lend me a copy of it, I should be very interested in reading it.

Sincerely yours,

(Signed) Dorothy R. Smith

Dorothy R. Smith (Mrs.)
Secretary, Committee on Television

Enclosure

ETV for Instruction of Penal Institution
Inmates

ALABAMA

From Times Picayune, New Orleans, Oct. 2, 1958 -

Speigner, Alabama. Draper Correctional Center - ETV used by inmates, most of them teen-agers.

CALIFORNIA

From Richmond (Va.) Times-Dispatch, Feb. 13, 1958 -

San Quintin, Calif. Twenty-five inmates enrolled in ETV classes at State Prison - Psychology and Social Science - by San Francisco State College.

From San Francisco Chronicle, Feb. 3, 1957 -

Thirteen of the convicts took the economics course and twelve tackled psychology. Dr. Shepard Insel, Assistant Professor of Psychology, presented the courses.

ILLINOIS

From Chicago Tribune, Aug. 8, 1957 -

Fifty inmates of Stateville Prison at Joliet will be enrolled in the Chicago City, Jr. College TV college courses this September. Courses will include English, biology, physical science and the humanities. Each man will enroll in all four subjects and will receive regular college credits and will be eligible for the associate in arts degree.

From Chicago (Ill.) Sun-Times, Nov. 4, 1958 -

Illinois State Penitentiary "Stateville", near Joliet. Elementary and high school classes for 13 convicts will be piped in by Chicago City Jr. College. The four courses: Social Science 102; Physical Science 101; Humanities 201, and Business Writing. Most of the men are in their twenties.

From Richmond, Va. Times-Dispatch, March 17, 1960 -

Dwight, Illinois Woman's State Reformatory - Forty-one women convicts snapped up a chance to study college courses over TV, presented by Chicago Jr. Colleges.

MASSACHUSETTS

From New Bedford, Mass. Standard-Times, Sep. 27, 1958 -

Boston. Norfolk State Prison TV programs will be beamed in this fall, offering courses in science, literature, social studies and music. Will also be offered to inmates of other State correctional institutions.

MICHIGAN

From Green Bay (Wisc.) Press-Gazette. Jan. 1959 -

Michigan's Department of Correction TV programs started 3 years ago—college level courses. Michigan State U. joined with prison authorities. Some 13 courses are now offered and 475 Jackson prisoners, together with 274 Ionia inmates have completed classes to date.

NEW YORK

From Newburgh (N.Y.) News. Oct. 3. 1957 -

Wallkill Prison registered 17 for college credit in the first open circuit ETV course offered to the public in N.Y. State - spring of 1957. "Introductory Geography" taught by Dr. Howard H. Flierl, Associated Professor at N.Y. College for Teachers at Albany. Eleven enrolled for Biology V20, or the Conservation of Natural Resources, but they have not been granted permission to take the course on a college credit basis.

N. C.

From Raleigh, N.C. News and Observer. Dec. 19. 1956 -

Forty-one inmates of Central Prison, Raleigh, N.C. were presented certificates by Dr. Edward W. Ruggles, director of the N.C. State College Extension Div. Dec. 18, 1956. The graduation program was held in the Prison Library with the instructor, Dr. Keith McKean of the Social Studies Dept. of State College, presiding.

OHIO

From Asheville, N.C. Citizen. Apr. 1. 1960 -

150 inmates or more at Ohio State Reformatory, Mansfield, Ohio, April 10, began to read and write. The 98 films used in courses, valued at \$6000 furnished free of charge by Mayes Behrman of the John C. Campbell Folk School. The Supt. expects to see a full class of 150 start every six months.

PENNSYLVANIA

From Johnstown, Pa. Tribune-Democrat. May 7. 1957 -

High School taught prisoners by TV at Western Penitentiary - extended to five other penal institutions in Pennsylvania. 49 convicts have qualified for high school diplomas. Seven-subject curriculum over WQED: Spanish, plane geometry, problems of democracy, and physiology and health. Kinescope series includes English, world history and beginning algebra. The last three courses will go to Rockview, Eastern and Graterford Penitentiaries, as well as to the Penna. Industrial School and Muncy Reformatory.

From Philadelphia Inquirer. Oct. 22. 1957 -

Western State Penitentiary now has about 100 prisoners enrolled to attend classes offered by Pittsburgh ETV station WQED. A

complete four year course in English, mathematics and history is offered.

From York Pa. Dispatch. Oct. 21. 1957 -

Another project for Philadelphia which could serve Eastern Penitentiary and Graterford as well as local prisons in this area . .

From Harrisburg (Pa.) News. Oct. 22. 1957 -

TV classrooms in prison teach inmates new ABCs ... 40 prisoners were able to take Pittsburgh Board of Education exams at the end of last year . . . Penna. Prison System is one of the pioneers in using ETV as a means of boosting the learning level of convicts.

From Pittsburgh (Pa.) Post-Gazette. Jan. 31. 1959 -

Western State Penitentiary, Pa. - Class of 20 in typing course over WQED, 2 hours a night for 16 weeks.

APPROVAL SHEET

The thesis submitted by Coletta A. Nelson has been read and approved by a board of three members of the Department of Education.

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the thesis is now given final approval with reference to content, form, and mechanical accuracy.

The thesis is therefore accepted in partial fulfillment of the requirements for the Degree of Master of Arts.

Mar. 24, 1961
Date

John M. Wozniak
Signature of Adviser